

Technology Innovation Challenge Grant Program Performance Report

Project Venture

I. General Information

<i>Project Name:</i>	Project Venture		
<i>Project Award Number:</i>	R303A980103	<i>Fiscal Year of Award:</i>	1998
<i>DUNS Number or Employer ID:</i>	866000474		
<i>Project Web Site URL:</i>	www.creighton.k12.az.us/projectventure/		
<i>Reporting Period Start Date:</i>	6/1/2001	<i>Reporting Period End Date:</i>	5/1/2002
<i>Cluster Affiliation:</i>	West		
<i>Congressional Districts:</i>	Arizona 1		

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II. Executive Summary

Project Venture is a consortium made of four LEAs and a consortium of small school districts, representing all educational and demographic possibilities. The coaching/mentoring training model used by each Project Venture district is designed to meet the needs a wide-range of teachers and student populations. Consortium-wide, Project Venture serves K-12 teachers and their students in urban, suburban, and rural settings, all socio-economic ranges, and a variety of district sizes and philosophies. The consortium members include: Creighton Elementary – Urban and high number of ELL students; Kyrene Elementary - Suburban; Maricopa County Small School District Consortium - Rural; Tempe Elementary - Urban; Tempe Union High School Districts - Suburban. Project Venture's Year 4 has been a year of continued growth toward meeting the goals of the grant with another 50% increase in the number of teachers trained from Years 2 and 3.

Where Year 3 was one of changes in key personnel-- new project director and project external evaluator, Year 4 has been a year of maturation of all processes and developing a deeper understanding of the importance of coaching and mentoring teachers. While key personnel remained stable, there was a 35% turnover in Technology Mentor Teachers (TMTs), due to variety of reasons. Despite the TMT turnover, one consortium district added an additional trainer. There is now a total of 21 TMTs that work toward achieving the goals of the grant. Thus, Year 4 activities and professional development activities have been equally successful as in Years 2 and 3. The number of teachers trained has consistently doubled from year to year.

While preparing for the mid-grant review in October 2001, the project consortium members spent much time reflecting on our current practices and discovering the areas where we were doing extremely well and the areas that needed improvement. Each consortium prepared answers to the key questions we were given. It was during this time that the main significance of our grant became solidified and we realized the value the project had had on each of the consortium groups. The positive comments Project Venture received from the peer review panel were meaningful and validated all the hard work that been done by the project.

Project Venture also became more involved in state level technology activities during Year 4, which has given it a strong name as a willing partner with the state and other technology organizations. The name--Project Venture-- is synonymous with a high quality program and capable people. Project Venture Advisory group members, Project Venture TMTs and many Project Venture teachers gave presentations at statewide technology conferences as a way to train teachers and disseminate Project Venture. Project Venture Advisory members and TMTs also served on state level technology committees that created a K-12 Technology Framework for the state which has become the foundation for Arizona's Technology Plan.

During Year 4, the consortium has also actively worked on replication and sustainability of our professional development model. Several districts in the Phoenix Metropolitan area "shadowed" TMTs in order to better understand Project Venture training practices. The Project Venture's professional development model was a featured "Current Success" at a State Level Technology conference on April 2002. The Project Venture consortium is now studying the feasible of expanding the focus of the consortium to include supporting technology training to the Indian Nations around the United States, which may provide funding for sustainability.

Also, two state Ed Tech grants were written with two consortium districts as partners and using the Project Venture professional development model. If funded, this would also provide a revenue stream for sustainability for the districts.

There could be no better time for Project Venture to impact the state of Arizona than at this point in time. Due to the "Students FIRST"(Fair and Immediate Resources for Students Today) legislation in 1998 and the formation of the Arizona's Schools Facility Board (SFB), During Year 3, 36,044 computers have been purchased and placed in classrooms across the state, at no cost to the districts. This increased Arizona's student/computer ratio to 8:1. For every computer purchased, \$60 was allocated for online professional development through ASSET and Project Venture was highly involved in the development of the training model. Five Project Venture TMTs are currently facilitators for the online courses.

During Year 4, the SFB was prepared to spend up to \$100 million for school networking (100mb down to the classroom) which will provide: cache engines, routers, switches, content manager, remote monitoring and an ASP. Due to enormity of this undertaking, the state was unable to complete it in one year and will continue doing the network upgrading throughout Year 5. The Application Service Provider (ASP) will begin service to all school districts during Fall 2002. The ASP will assist in bridging Arizona's digital divide by providing standards correlated curriculum content (250 free software titles), a student assessment and portfolio tracking system and teacher resource management services. One of the Project Venture consortium district was a test site for the new ASP and several Project Venture TMTs will be trained during the summer of 2002 and will be ASP trainers for schools in Maricopa County.

Progress toward achieving the goals of the grant is as follows:

Goal 1 - Objective 1.1 - Increase the number of teachers trained and using technology for classroom instruction.

Year 2 was spent in the hiring and training of the Technology Mentor Teachers. Year 3 was spent in refining their roles and continued training. During Year 4, in addition to the 15 TMTs provided by grant funds, 6 additional technology trainers (Kyrene and Tempe Elem) have joined in the effort. With 21 TMTs in place, progress toward fully meeting Goal #1 is being amply accomplished.

Project Venture TMTs provided training or coaching/mentoring for more than 4,000 teachers this year and have impacted 18,454 students. The Year 3 Evaluation report gave us a better snapshot of the effectiveness of the professional development delivered and the areas that needing improvement during Year 4. In Year 4 the consortium agreed to document our entire coaching/mentoring model and will create a product of some type as our legacy to the TICG efforts.

Goal 1 - Objective 1.4 Infrastructure, servers and networking software will be purchased. Infrastructure needs include both hardware and administrative components.

Even though this objective was to have been completed in Year One, efforts toward completing the infrastructure continued into Year Two and Year Three. Two years ago, the School Facility Board (SFB), <http://www.sfb.state.az.us/sfb/sfbpub/sfbindex.stm>, provided additional computers through out the state in order to increase the student/computer ratio to 1:8. During

Year 4, the SFB evaluated every district's infrastructure and began to purchase and install the needed hardware to bring districts up to the state network standards. Due to enormity of the task, the network upgrade will continue into Year 5 of the grant. However, by the end of Year 4, the network infrastructure of most of the Maricopa Country Small Schools is adequate to support the goals of Project Venture. Several of the smaller districts were completely rebuilt. However, it should be noted that each district's network infrastructure will continually need upgrading and may never be considered complete.

The administrative infrastructure, which had been greatly strengthened during Year 3, continues strong into Year 4. The Project Venture Advisory group is working extremely well together and this was a year of refinement of processes and preparing for the mid-grant review. It was during the preparation of the Washington, DC review, that the significance of the project was solidified. As a result of the mid-grant review, the consortium is working towards creating a "How To" product on its coaching/mentoring model. It is to be completed at the end of Year 5.

Goal 2 - Develop and implement technology integrated units. Create integrated curriculum, i.e., lesson plans and units, aligned with state content and technology standards that will be made available on Project Venture website.

Tremendous strides have been made toward fulfilling Goal 2 during Year 4. During Year 3, a uniformed lesson plan format and rubric was created and implemented throughout the consortium. At the time of the mid-grant review, more than 100 lesson plans had been posted to the website. However, during the preparation for the mid-grant review, the consortium committed to a higher level of quality control of the lesson plans posted to the website. At the end of Year 4, more than 200 lesson plans are expected to be posted. The lesson plans are currently housed at <http://www.creighton.k12.az.us/projectventure/lessonplans/>. At the end of Year 5, more than 350 lesson plans will be available for teachers from around the United States and world to use.

Goal 3 - Create an evaluation protocol. Develop and implement an ongoing evaluation protocol that assists with project refinement and implementation, and ensures sustainability and replication by the end of the project.

Despite the turnover of the Project Venture director and hiring of the project's third evaluator during Year 3, Year 4 has been one of stability and refinement. Lead Evaluator, Dr. Dee Ann Spencer, has become an important part of the project. She has brought a sense of confidence that Goal 3 is feasible and at the end of the project there will be an evaluation protocol for others to replicate.

Year 4 continued to build upon the revised evaluation protocol created after Dr. Spencer was hired. She began data collection much earlier this year than the previous year and also added an ethnographic study of the TMTs, which will help us more thoroughly document our coaching/mentoring model and what TMTs do on a daily basis. Also, the entire data collection website, maintained by the ASU's EdCare Lab under the direction of Dr. Marilyn Thompson, was revised during Year 4. A few additional changes will be made next year to improve the interface of reporting the data.

Achieving Goal 3 is truly becoming a reality. A highly reliable classroom observation instrument is in place and used to observe more than 80 teachers. A teacher telephone interview was administered to another 75 teachers. More than 200 students were included in focus groups and administrators were interviewed. Data gathered from the students and administrators will be compared to the data collected from the teachers and conclusions will be reached. By the end of the grant, we are confident that a sound valuation protocol will emerge, which can be used by other districts to evaluate the effectiveness of the professional development efforts toward technology integration. The Project Director, the external evaluator and a Project Venture TMT will present on Project Venture's evaluation protocol at NECC 2002 in San Antonio, Texas.

Project Venture's fourth year has been an extremely successful year. Due to several state technology initiatives, Project Venture is in a good position to affect technology in a way never conceived. It emerged this year as a major state leader in technology professional development and effective technology integration strategies. Each consortium district is building a capacity that will sustain the investment and efforts made thus far. All of this is being done so that the students served by the project benefit from learning in a technology-rich environment.

III. Project Status

In this section of the report, projects will include progress in meeting their objectives. Examples of accomplishments for each project objective, as well as examples of project activities, are also included in this section. Information regarding why planned objectives and activities were or were not attained or implemented is also presented. The last paragraph describes the corrective action(s) that will be taken to address any problem(s).

‡ Goal I. Number of trained teachers

Goal Description: Increase the number of teachers trained and using technology for classroom instruction.

† Objective I. Teachers are trained and begin to integrate technology into their curriculum.

Objective Description: Increase teacher skill, knowledge, confidence, and use of technology integrated into core curriculum in the classroom. This is being accomplished by the hiring of Technology Mentor Teachers (TMTs) to develop training for Level I and II and to use a coaching/mentoring model with Level III teachers.

Objective Progress: Year 4 has been another successful year toward achieving and surpassing the requirements of Goal #1. One reason was the number of Technology Mentors Teachers increased from 20 to 21. Tempe Elementary was able to add one additional TMT. (Next year there should be 21.5 TMTs. Tempe Union has one TMT returning to work part time after a leave of absence.) The more TMTs the districts have, the more teachers can be trained.

While preparing for the mid-grant review, the project consortium members spent much time reflecting on current practices and discovering the areas where we were doing extremely well and the areas that needed improvement. One of the key strengths of the grant was determined to be the coaching/mentoring done by the Technology Mentor Teachers (TMTs). As a result of the interim grant review, the consortium decided that it needed to document all aspects of the mentoring/coaching model. It is our desire to produce a web-based or an interactive CD-ROM "How To" product that will include the coaching/mentoring process, proven strategies to encourage teachers to integrate and curriculum resources that have been successfully used in our project. It will also contain several variables to the pure model. It will highlight the modifications required for a rural setting, an urban, language-minority district and large suburban districts. This product will be completed by the end of Year 5.

Up to this point, the grant had been fortunate to have a stable TMT group, with low turnover. However, Year 4 began with a 35% turnover in Technology Mentor Teachers with at least one new TMT in each consortium group and two districts having two new TMTs. Despite the turnover, we were able to exceed the expectations of Goal #1 by training more than 4,000 teachers. This is a 52% increase of teachers trained from Year 3. By looking at the variety of professional development activities performed by the consortium members, you will see that the TMTs supported several technology initiatives within their districts. Also, by looking at the variety of activities each consortium group reported, you will see that the Project Venture TMTs are involved in their district's technology planning and implementation process. This shows that the Project Venture TMTs are becoming an important part of the districts' technology departments, which will hopefully lead to sustainability of the model in each one.

During Year 4, we have also actively worked on replication and sustainability of our professional development model. Several districts in the Phoenix Metropolitan area have sent their technology trainers to consortium districts to "shadow" the TMTs and to familiarize themselves on our training practices. Some of these districts have implemented certified teacher trainers in lieu of just technical trainers. The Project Venture's professional development model was a featured "Current Success" at a State Level Technology conference on April 2002. Creighton TMTs presented "The Do's and Don't of Coaching/Mentoring" at two technology conferences this year. The TMTs from the Maricopa County Small Schools consortium were sought out as a model project for technology integration by a Native American organization. The Project Venture consortium is now studying the feasible to expand the focus of the consortium to include supporting technology training to the Indian Nations around the United States. Also, two state Ed Tech grants were written in partnership with two consortium districts using the Project Venture professional development model.

§ Activity I. (PD) TMT Training - Consortium

Activity Description: September 28-29, 2002 – Carefree Inn Resort Project Venture Technology Mentor Teacher Digital Video Training/Retreat. Apple Computer did a 2-day training on using iMovie and instructions on using the new digital cameras.

October 19, 2001 – ASSET Office in Tempe

Dreamweaver web development training using new Apple notebooks received with supplemental funds.

November 16, 2002 – Excelencia School, Creighton SD
Reviewed new PV Data Collection Website and trained how to use it
Shared coaching/mentoring techniques and teaching tips among 5 consortium groups

December 7, 2001 - Metro Tech High School
Surweb iMatrix Training in conjunction with Global Connections/Phoenix Union High School District

January 18, 2002 – Manitas, Kyrene SD
Collaborative online projects by Savvy Cyber trainer Jill Dingman.

February 15, 2002 – Kyrene District Office
Conducted an in-depth review of Alan November's book, "Empowering Students with Technology" and reviewed the Natureshift website and decided to partner with them.

April 19, 2002 – Excelencia, Creighton SD
Conducted focus groups for external evaluator
Reviewed and edited the beginning work on the Coaching/Mentoring document that will be a product produced and disseminated by our project.

May 10, 2002 – Tempe Elementary District Office
Informal discussion with Alan November with TMTs about challenges they face and strategies to help teachers integrate.

Number of school staff participants: 20

Professional development contact hours: 7

Professional development number of days: 8

§ Activity II. (PD) Online ASSET Training - Creighton

Activity Description: Several Creighton teachers participated in an online course facilitated by a Creighton PV TMT.

Spreadsheets Across the Curriculum

Online class offered for Creighton District teachers through ASSET and PBS Teacherline and was facilitated by one of PV TMTs. Students utilized Blackboard and the internet to complete the course which taught them how to use spreadsheets in multiple curricular areas. Additional coaching and mentoring was available outside of class if needed.

Number of school staff participants: 7

Professional development contact hours: 15

Professional development number of days: 15

§ Activity III. (PD) Level 1 Technology Training - Creighton

Activity Description: The following Level 1 classes were offered:

Word Processing I

New Teacher Training

Teachers learned the basics of Appleworks, Internet safety and Quickmail in this introductory course.

Number of school staff participants: 97

Professional development contact hours: 2
Professional development number of days: 6

§ Activity IV. (PD) Level II Technology Training - Creighton

Activity Description: The following Level II classes were offered:

Internet II
Creating a GradeBook Using spreadsheet
Easy Grade Pro
Internet Resources for Teachers
Mac Troubleshooting
PowerPoint 2001 and 97
QuickMail Level II
Word Processing II
KidPix

Number of school staff participants: 224
Professional development contact hours: 3
Professional development number of days: 20

§ Activity V. (PD) Level III Technology Training - Creighton

Activity Description: The following technology classes were offered:

Marco Polo
HyperStudio Basics
Adobe Photoshop Elements
Online Web Page
Appleworks Level II
Become Inspired with Inspirations
Creating Graphs with your Students Using Spreadsheets
Evaluating Web Sites
iMatrix-Multimedia Online
iMovie Training
Internet for Second Language Learners
Internet Integration
Intro. to Inspiration: Part I
Multiple Intelligences and Technology
Online Web Page
PowerPoint
Student Database

Technology Integration Workshop
Learn how to integrate technology into various content areas. We will spend time exploring web sites and share how they could be integrated into lessons. - Webquests and hyperlink documents will also be covered.

Using iDisk
Classroom Newsletter
Create ESL Activities Using Kidspiration
Database
Quick and Easy Teacher Web pages

Number of school staff participants: 515
Professional development contact hours: 2
Professional development number of days: 44

§ Activity VI. (PD) Level III & IV Technology Training - Creighton

Activity Description: Creighton offered two Off-Contract Day Training opportunities.

Hands-on Training Day. The following training occurred:

- *iMatrix Multimedia Slide Show
- *Natureshift website
- *Collaborative Projects
- *Lesson Plan format and rubric

Software Evaluation Off Contract Day - Various software packages were demonstrated and teachers discovered which ones they wanted to use in their classrooms.

Number of school staff participants: 59

Professional development contact hours: 4

Professional development number of days: 2

§ Activity VII. (PD) Coaching/Mentoring - Creighton

Activity Description: Working with teachers on planning lessons, modeling for teachers, co-teaching, or supporting them in the classroom with the use of technology in an integrated manner. Assist a teacher with a technology skill on an individual basis as needed. TMTs coached/mentored both PV and Non-PV teachers.

Number of school staff participants: 171

Professional development contact hours: 1

Professional development number of days: 100

§ Activity VIII. (PD) Dysart Integration Workshop - Creighton

Activity Description: Creighton Project Venture groups was requested to conduct a 4-day Technology Integration workshop at Dysart School District on 6/4 - 6/7/01. Four PV TMTs and the Project Director facilitated the four days. The following was presented:

Basic Internet Searching and Safety

Copyright issues

Integration strategies

Lesson planning

Number of school staff participants: 14

Professional development contact hours: 32

Professional development number of days: 4

§ Activity IX. (PD) Conference Presentations/Outside Training - Creighton

Activity Description: Creighton's Project Venture Director and TMTs conducted numerous workshops and gave presentations for the following technology conferences:

Pendergast Six Trait Training (30)

Tucson Technology Conference, 1/19/02 (69)

Pendergast Technology Mini Conference 2/1/02 (138)

MEC Conference, State Technology Conference 3/12-14/02 (210)

WOW Conference, Local Technology Conference 5/11/02 (75)

Number of school staff participants: 522

Professional development contact hours: 2

Professional development number of days: 5

§ Activity X. (PD) Site Based Technology Training - Creighton

Activity Description: PV TMTs are encouraged to assess the needs of their sites and conducted specialized technology training. The following were held this year:

How to Manipulate Graphics through Making Cards

Class offered for Creighton staff members to teach them how to manipulate graphics on the computer while creating cards on the computer.

OPAC - Creighton

This was an on-site class that was made available to all teachers and taught them OPAC - site software for utilizing the library (books available, topics, authors, etc.)

Machan School

Teachers could choose to attend one of six sessions that were offered for one hour.

Offering include: Virtual Manipulatives;

Oh the Places You'll Go with Kid Pix;

Treasures or Trash;

Effective Internet Searches;

Lights Camera Action (iMovie);

Digital Storytelling;

Safe Surfing with Wee Folk

ESL Activities Using Inspirations

Class offered for Creighton staff members to teach ESL activities through the use of Kidspiration software

Technology Staff Training (Monte Vista) Teachers were exposed to the available technology at their site and were introduced to Kidspiration as a new tool through whole group presentation and individual exploration

ESL Activities Using Internet

Class offered for Creighton staff members to teach ESL activities through the use of the Internet

ESL Activities Using Inspiration

Class offered for Creighton staff members to teach ESL activities through the use of Inspiration software

Reading Counts

This was an on-site class that was made available to all teachers. They were taught them how to use Reading Counts - site software for tracking books read, quizzes taken, and points accumulated.

Scanner and Digital Camera

Conducted an after school workshop for teachers and staff at Squaw peak, on using the scanner and digital camera.

iMovie

Conducted an after school training for Squaw Peak staff on using the digital video camera and editing using iMovie.

Number of school staff participants: 180

Professional development contact hours: 1

Professional development number of days: 12

§ Activity XI. (PD) Project Venture Teacher Grade Level Training - Creighton

Activity Description: On 10/30/01 PV TMTs presented specialized training for PV teachers. Training included:

Use of Kidspiration

Use of Inspiration

Use of the Internet

Number of school staff participants: 35

Professional development contact hours: 1

Professional development number of days: 1

§ Activity XII. (PD) TMT Training - Creighton

Activity Description: All Creighton TMTs participated in additional Dreamweaver and Fireworks training on January 11, 2002.

All Creighton TMTs attended the State's ASP rollout conference September 25, 2001.

Number of school staff participants: 6

Professional development contact hours: 6

Professional development number of days: 2

§ Activity XIII. (PD) Level II Technology Training - Kyrene

Activity Description: The following Level II classes were offered:

Kid Pix 3

This course will introduce teachers to the new features of Kid Pix III. Integration ideas will be included in this course.

Kidspiration

This course will introduce teachers to the new program on the Kyrene toolkit called Kidspiration. Integration ideas will be included in this course.

Using Conversion Plus Software to Convert MAC Files to Windows Files

T Drive Migration Training at Multiple School Sites

Smartboard: How to Training at Multiple School Sites

Acceptable Use Policy (AUP) Workshop

With a new AUP, about 25% of school sites asked for a workshop on the changes to the Acceptable Use Policy and what it means to staff and students.

Number of school staff participants: 301

Professional development contact hours: 2

Professional development number of days: 3

§ Activity XIV. (PD) Level III Technology Training - Kyrene

Activity Description: The following Level III classes were offered:

Front Page

Front Page I

FrontPage2

Kid Pix 3

Kid Pix 3

Kidspiration

Using Microsoft Photo Draw

Using PhotoDraw 1

Front Page Part 1: Introduction to Designing and Publishing a Web Page: Multiple Trainings to Multiple School Sites (2 hrs)

Front Page Support Groups: Open Lab with Assistance

Number of school staff participants: 120

Professional development contact hours: 3

Professional development number of days: 9

§ Activity XV. (PD) Level III Technology Training - Kyrene

Activity Description: Project Venture Retreat

Project Venture teachers were able to participate in a full day Project Venture Retreat on March 6th or 7th. The focus of the retreat was on action research, grade level sharing, and digital video production using iMovie or Final Cut Pro.

Encarta Class Server Training-18

Riverdeep Logal Math Software Training-30

Riverdeep: 6th Grade Teacher Training on Destination Math Series-24

Number of school staff participants: 118

Professional development contact hours: 8

Professional development number of days: 2

§ Activity XVI. (PD) Level III Technology Training - Kyrene

Activity Description: The following Level III classes were offered:

Integrating Technology Into Art

This fifteen hour course enabled teachers to create integrated art and technology lesson plans utilizing the PV Lesson Plan template. Many samples of integration ideas were included in this course.

Number of school staff participants: 7

Professional development contact hours: 8

Professional development number of days: 2

§ Activity XVII. (PD) Level IV Technology Training - Kyrene

Activity Description: The following Level IV classes were offered:

Riverdeep Train the Trainer-8 contact hours

Encarta Class Server, Training 2

PASCO Probeware Training

Plus Other Classes in Ed Care Database

Number of school staff participants: 16

Professional development contact hours: 8

§ Activity XVIII. (PD) Mentoring/Coaching - Kyrene

*Activity Description: The Kyrene Project Venture TMTs (2 paid for by Project Venture and two in kind positions paid for by Kyrene School District), spend a considerable amount of time mentoring and coaching designated Project Venture and non-Project Venture teachers in the following areas: appropriate technology integration, teaching to standards, aligning and creating assessments to evaluate students' growth, effective facilitation strategies to help create a student centered classroom, and classroom management strategies to use with the implementation of the classroom mini lab. 160 days * 4 hours per day = 640 contact hours per trainer 640 hours per trainer* 4 trainers= Grand total of 2,560 hours of mentoring and coaching.*

Number of school staff participants: 58
Professional development contact hours: 1
Professional development number of days: 160

§ Activity XIX. (PD) Intel Teach to the Future Training - Kyrene

Activity Description: Intel Teach to the Future Trainings are conducted throughout the year by 5 master teacher trainers. The focus of these trainings are on applying technology tools to enhance student learning so that students can be contributing members of the 21st century. There have been five classes taught this year with 100 teachers trained to integrate technology into the curriculum.

Number of school staff participants: 100
Professional development contact hours: 45
Professional development number of days: 10

§ Activity XX. (PD) Level 1 Technology Training - Maricopa

Activity Description: The following Level I classes were offered:

Web1 - Union

This course served as an introduction to surfing the Web and evaluating websites. The teachers then created "linked" pages in Word to direct their students to a particular Web page.

Word Basics - Gila Bend

This course served as an introduction to the application program Word. The editing tools, cutting and pasting, spelling, grammar and formatting were reviewed. The second session went into more advanced features of Word including creating a table.

Number of school staff participants: 27
Professional development contact hours: 4
Professional development number of days: 2

§ Activity XXI. (PD) Level II Technology Training - Maricopa

Activity Description: The following Level II classes were offered:

GroupWise, Ruth Fisher

GroupWise Basics: sending and receiving e-mail; sending and receiving attachments; organizing folders; organizing the Address Book; creating group lists; using the Calendar

GroupWise, Ruth Fisher GroupWise e-mail system: tips and tricks, attachments, Address book

Power Point In-Service, Paloma This course served as an introduction to the application software PowerPoint. It covered creating, editing and evaluating a slide presentation; adding clip art and transitions; and inserting sounds into slide shows.

Number of school staff participants: 28
Professional development contact hours: 2
Professional development number of days: 3

§ Activity XXII. (PD) Level III Technology Training - Maricopa

Activity Description: Beginning PowerPoint (Level 3)

Teachers learned how to use PowerPoint as a teaching and learning tool. The focus was on teachers using slide shows to present information to a class and review material; and as a presentation tool for students to share the results of their research on a topic.

Intermediate Excel (Level 3)

Teachers learned how to use Excel spreadsheets for record keeping and classroom management; and as teaching and learning tools. Each teacher created a class list, and modified it to meet specific needs. Teachers adapted spreadsheet and graph activities to meet their grade-level curriculum.

Technology Integration (Level 3)

Teachers learned how to use Microsoft Office as a teaching and learning tools. Each teacher used the tools to publish classroom management procedures relating to technology and to create a technology-based curriculum unit.

Number of school staff participants: 8

Professional development contact hours: 6

Professional development number of days: 4

§ Activity XXIII. (PD) Level III Technology Integration - Maricopa

Activity Description: Teachers learned how to use Microsoft Office as a teaching and learning tools. Each teacher used the tools to publish classroom management procedures relating to technology and to create a technology-based curriculum unit.

Number of school staff participants: 8

Professional development contact hours: 8

Professional development number of days: 5

§ Activity XXIV. (PD) Level III Technology Training - Maricopa

Activity Description: The follow Level III class was offered:

Excel Basics, Nadaburg

Teachers learned basic skills in Excel spreadsheets and graphs. Each teacher created a class list in Excel, for use in tracking student academic skills, calculating grades or keeping student records. Each teacher created at least one curriculum-based class activity.

Number of school staff participants: 16

Professional development contact hours: 2

Professional development number of days: 4

§ Activity XXV. (PD) Level III Technology Training - Maricopa

Activity Description: The following technology classes were offered:

Technology Associate Training 1, Palo Verde

This in-service training was designed to help Project Venture Associates evaluate Web sites and plan a site of their own. Also included in the training were digital camera activities and an introduction to the use of a digital video camera.

Technology Associate Training 2, Palo Verde

Technology Integration training and sharing for Project Venture teachers

Number of school staff participants: 32

Professional development contact hours: 7

Professional development number of days: 2

§ Activity XXVI. (PD) Coaching/Mentoring Teachers - Maricopa

Activity Description: The Project Venture Director presented Project Venture's professional development model at the ASSBO/ADE Technology

Conference to more than 185 participants from around the state. Five PV consortium members participated as either round table facilitators or recorders as participants discussed key questions on 4/26/02. The focus of the conference was on how to implement Arizona's new Application Service Provider (ASP) in conjunction with Cox Educations Network.

Project Venture Teacher Mentoring, Level 1 (aver 2 hr.) Working with Project Venture Teachers to plan lessons, collaborate, model teach a lesson.

Project Venture Teacher Mentoring, Level 2 (aver 2 hr.) Planning, with an emphasis on technology integration; teaching technology-based lessons, with the teacher observing and learning; working with students on lessons and activities begun by the teacher.

Coaching/Mentoring non-Project Venture Teachers, Level 2 (aver 1 hr.) Mentors work with non-Project Venture teachers who are interested in integrating technology. This is a good opportunity for the teacher to decide on becoming a Project Venture teacher, and for the mentor to evaluate the teacher as a Project Venture candidate.

Project Venture Teacher Mentoring, Level 3 (aver 2 hr.) Supporting teachers who have reached a high level of technology integration in the classroom; discussing future goals, areas of strength, and the needs of other teachers in the school. Teachers at this level are ready to assume a broader leadership role at the school and are encouraged to participate actively in educational technology issues.

Project Venture Teacher Mentoring, Level 4 (aver 3 hr.) Teachers at this level are ready to assume a broader leadership role at the school and are encouraged to participate actively in educational technology issues. Several teachers in the small schools have prepared and delivered training sessions at their own schools sites and at regional Technology conferences. These teachers are also active participants in their school's Technology Committee, or active in forming and maintaining a committee if one did not already exist. The Mentor works with these teachers to evaluate the school's technology infrastructure, procedures and policies; to review the school's Technology Plan; and to align Technology Standards to the grade-level curriculum.

Number of school staff participants: 35

Professional development contact hours: 2

Professional development number of days: 22

§ Activity XXVII. (PD) Coaching/Mentoring Administrators - Maricopa

Activity Description: Mentors work with administrators and office business staff to use technology more efficiently. This included learning to create PowerPoint presentations for governing boards and using Excel spreadsheets to track student assessment data.

Number of school staff participants: 15

Professional development contact hours: 1

Professional development number of days: 2

§ Activity XXVIII. (PD) Level 1 Technology Training - Tempe Elem.

Activity Description: Getz New Lab Training

Teachers at this special Pre-K School are introduced to their new iMac lab and the software available to their students. MacManager environment is shown to them for logging in and accessing their folders.

New Teacher Technology Training

Newly hired teachers are given training to learn about the equipment they will have in their rooms, in their school's computer lab, and other necessary information they need to know (i.e., e-mail and internet information).

Number of school staff participants: 72

Professional development contact hours: 2

Professional development number of days: 1

§ Activity XXIX. (PD) Level II Technology Training - Tempe Elem.

Activity Description: The following Level II classes were offered:

Phonics Software Workshop

Participants consider the role of phonics instruction in reading and are introduced to a set of phonics software and its potential use in reading instruction.

Introduction to Inspiration

A powerful visual learning tool, Inspiration helps students to develop ideas and organize their thinking. Participants are introduced to the basic tools and skills needed to integrate dynamic diagramming and outlining to help with organizing ideas.

Number of school staff participants: 304

Professional development contact hours: 1

Professional development number of days: 24

§ Activity XXX. (PD) Level II Technology Training - Tempe Elem.

Activity Description: The following Level II classes were offered:

Intro to Power Point

Mastering Media

Intermediate Desktop Basics & Troubleshooting

Advanced Desktop Basics and Troubleshooting

AppleWorks Paint/Draw

Number of school staff participants: 50

Professional development contact hours: 6

Professional development number of days: 6

§ Activity 31. (PD) Level III Technology Training - Tempe Elem.

Activity Description: The following Level III classes were offered:

Intermediate Power Point

Reading and Technology Integration-Gr. 1&2

Inspiration Integration

Writing/Technology Integration Grade 3

Using Technology in Grades 1-2 Writing Instruction

Using Technology to Support Instruction in Writing 4-5

Using Technology to Support Reading Instruction 4/5

Reading and Technology Integration Grade 1,2, 3

Accelerated Reader Basics

Advanced Accelerated Reader

Intermediate Power Point

Writing/Technology Integration Grade 3
Using Technology in Grades 1-2 Writing Instruction
Using Technology to Support Instruction in Writing 4-5
Using Technology to Support Reading 4/5

Alliance for Teacher Excellence

A workshop to follow up the Summer Institute, reinforce skills learned, review projects, and share best practices.

Number of school staff participants: 187

Professional development contact hours: 2

Professional development number of days: 16

§ Activity 32. (PD) Level III Technology Training - Tempe Elem.

Activity Description: The following Level III technology classes were offered:

Alliance for Teacher Excellence

An intensive, two week institute, designed to assist teachers in the integration of technology into instruction by developing a replicable unit and creating a presentation to share the plan with a local audience. (35 hours total)

Project Venture Teacher Workshop

As Project Venture teachers return for the new school year, this workshop brings an opportunity for them to become acquainted with new software and reacquaint themselves with existing programs. Time is also given to explore and plan new projects.

New Project Venture Teacher Workshop

New Project Venture teachers are given the opportunity in this workshop to view their new software and learn more about the Project Venture program to help them get a head start on lesson and project planning for their upcoming school year.

Internet GOLD for Parents

Classroom Video Basics

Accelerated Reader Basics

Inspiration Integration

Number of school staff participants: 87

Professional development contact hours: 7

Professional development number of days: 16

§ Activity 33. (PD) Coaching/One-on-One Support for PV Teachers - Tempe Elem.

Activity Description: One of the most important aspects of our educational technology program is to provide direct, one-on-one support and training of Project Venture Technology Teachers as they implement integrated technology activities within their classrooms. This support is given by Technology Mentor Teachers, who coach, mentor, co-teach, and provide "just-in-time" help for educational and technical issues.

30 participants, each visited 30 times (days), Average visit 1 hour, average number of hours per teacher is 30 hours.

Average visit is 1 hour, but could range anywhere from 10 minutes to three hours)

During the 2001-2002 school year, Technology Mentor Teachers provided approximately 900 hours of coaching/one-on-one support to Project Venture Teachers.

Number of school staff participants: 20

Professional development contact hours: 1

Professional development number of days: 30

§ Activity 34. (PD) Monthly PV Teacher Training - Tempe Elem.

Activity Description: Project Venture teachers and mentors met as a group each month. At each meeting successful classrooms gave presentations, new software was introduced or a new skill taught, and teachers shared best practices and insights.

Number of school staff participants: 22

Professional development contact hours: 2

Professional development number of days: 7

§ Activity 35. (PD) Project Venture Lesson/Unit Development - Tempe Elem.

Activity Description: Project Venture teachers met with their Technology Mentor Teacher to develop integrated lessons or units. We provided a sub day for many of our teachers so that they could spend "quality time" with their mentor as the lesson/unit was written.

Number of school staff participants: 20

Professional development contact hours: 5

Professional development number of days: 20

§ Activity 36. (PD) Level I Technology Training - Tempe Union

Activity Description: The following Level I classes were offered:

Basic Skills Academy

Easy grade pro

Email Basics using Outlook

iBook

Internet Explorer Basics

Windows 2000

Word 2000 basics

Number of school staff participants: 122

Professional development contact hours: 3

Professional development number of days: 2

§ Activity 37. (PD) Level I Technology Training Self-Paced - Tempe Union

Activity Description: The following Level I classes were offered:

Basic keyboarding

Windows basics 1,2

Word 97 Basics 1,2

Number of school staff participants: 10

Professional development contact hours: 2

Professional development number of days: 3

§ Activity 38. (PD) Level I Technology Training Online - Tempe Union

Activity Description: The following Level I classes were offered:

Access 2000: Level 1

Access 97: Level 1

Excel 2000: Level 1
Excel 97: Level 1
Illustrator 8.0: Level 1
Internet Explorer 4.0: Introduction
Internet Explorer 5.0: Introduction
Microsoft Publisher 2000: Introduction
Microsoft Publisher 2000: Introduction
Microsoft Works Suite 2000: Introduction
Outlook 2000: Introduction
Photoshop 5.5: Basic Skills
PowerPoint 2000: Introduction
PowerPoint 97: Introduction
Windows 2000: Introduction
Windows 95: Introduction
Windows 98: Introduction
Windows NT Workstation 4.0: Introduction
Word 2000: Level 1
Word 97: Level 1

Number of school staff participants: 86
Professional development contact hours: 6
Professional development number of days: 3

§ Activity 39. (PD) Level II Technology Training - Tempe Union

Activity Description: The following Level II classes were offered:

Care & Feeding of Your Notebook Computer (PC)
Getting More Out of Email using Netscape
Getting More Out of Email using Outlook
Internet Skills Academy
Mac OS Tips & Tricks
Hardware Round Robin
Creating Simple Web Pages in Word
Mining the Internet (for Educational Resources)
PowerPoint basics
Publisher 2000 basics
Inspiration basics

Number of school staff participants: 138
Professional development contact hours: 4
Professional development number of days: 3

§ Activity 40. (PD) Level II Technology Training Self-Paced - Tempe

Union

Activity Description: The following Level II classes were offered:

Power Point basics 1,2
Publisher 98 basics
Word 97 intermediate 1,2
Excel 97 Basic 1,2,3

Number of school staff participants: 19
Professional development contact hours: 2
Professional development number of days: 3

§ Activity 41. (PD) Level II Technology Training Online - Tempe Union

Activity Description: The following Level II classes were offered:

Outlook 2000: Advanced
PowerPoint 2000: Advanced
PowerPoint 97: Advanced
Windows 2000: Transition from Windows 98
Windows 95: Advanced
Windows 98: Transition from Windows 95
Word 2000: Level 2
Word 97: Level 2
Illustrator 8.0: Level 2
Excel 2000: Level 2
Excel 97: Level 2
Photoshop 5.5: Tips and Tricks
Photoshop 5.5: Web Production
Business Statistics in Excel 97
Microsoft Office 2000: Document Integration
Microsoft Office 2000: Macro Programming Using VBA
Microsoft Office 2000: New Features
Microsoft Office 2000: Web Components and Collaboration
Microsoft Office 97: Document Integration

Number of school staff participants: 62

Professional development contact hours: 6

Professional development number of days: 7

§ Activity 42. (PD) Level III Technology Training - Tempe Union

Activity Description: Intel Teach to the Future

Number of school staff participants: 43

Professional development contact hours: 45

Professional development number of days: 10

§ Activity 43. (PD) Level III Technology Training - Tempe Union

Activity Description: The following Level III classes were offered:

WebCT
TCP/IP Basics
Molecular modeling using rasmol software
GIS Applications Using ArcView Software
Digital Camera & Scanner
Technology - A Compass for Vocational Exploration
Image Editing for the Classroom
Creating Interactive Internet Projects

Number of school staff participants: 58

Professional development contact hours: 3

Professional development number of days: 3

§ Activity 44. (PD) Level III Technology Training Self-Paced - Tempe

Union

Activity Description: The following Level III classes were offered:

Excel Intermediate 1,2,3
Integrating Microsoft Office 97 apps. 1 & 2
Access Intermediate 1,2,3

Power Point intermediate 1,2
Word 97 merges, macros, forms
Word 97 working with long documents

Number of school staff participants: 23
Professional development contact hours: 2
Professional development number of days: 12

§ Activity 45. (PD) Level III Technology Training Online - Tempe Union

Activity Description: The following Level III classes were offered:

Word 2000: Advanced
Word 97: Advanced
Access 2000: Advanced
Dreamweaver 3: Level 2
Flash 4: Level 2 for Macintosh
Flash 5: Level 2
FrontPage 2000: Advanced
Illustrator 8.0: Advanced
Excel 2000: Advanced
Excel 97: Advanced

Number of school staff participants: 18
Professional development contact hours: 6
Professional development number of days: 9

§ Activity 46. (PD) Level IV Technology Training - Tempe Union

Activity Description: The following Level IV classes were offered:

Approaches and Tools for Developing Web-Enhanced Lessons
Finding the Best Educational Resources on the Web
Special Students in Regular Classrooms: Technology, Teaching and Universal Design
Using Technology to Support Research and Presentation
Using Technology to Model and Analyze Real Data in the Math Classroom

Number of school staff participants: 37
Professional development contact hours: 25
Professional development number of days: 42

§ Activity 47. (PD) Coaching/Mentoring - Tempe Union

Activity Description: Mentoring consisted of helping Project Venture teacher integrate technology into their classroom. This was accomplished by helping teachers plan, model teach, attending class the day technology lesson was delivered, research of technology in area of interest, and just in time training on peripherals and software. Some of the teachers technology lessons included using inspiration software for mind mapping activities, power point to deliver instruction, having students use power point to deliver presentation, use pinnacle and iMovie for digital video editing, creating .pdf to post documents to websites, FrontPage as a web page development tool, publisher as a web development tool, WebCT to create class website, use quia.com website for students activities and games, use of Smartboard to deliver instruction, use of goggle.net for e-pals, use of video conferencing to encourage collaboration, and use of Mimio to capture class notes taken on board. Activities also included offering instructional design assistance to all Project Venture teachers as they developed technology-integrated lesson plans for ultimate publication on the Project Venture website. Once the lesson plans were developed, the trainer evaluated them (against a

Project Venture rubric) and then met with each lesson plan developer to review the lesson plan and discuss any necessary modifications.

Number of school staff participants: 47

Professional development contact hours: 1

Professional development number of days: 170

§ Activity 48. (PD) "Just in Time" Training - Tempe Union

Activity Description: Just in time training consisted of helping non Project Venture teachers and classified employees. Activities included, but were not limited to software tutorials for easy grade pro, power point, windows, word, access, internet explorer, publisher, Netscape, outlook, WetCT, Inspiration, Netmeeting, iVisit, and excel. Hardware support included installing ram, fixing printers, finding files on the network, tutorials on how the z: drives works, how to access z: from a dial up, laptop care and feeding, how to operate scanner, digital camera, TV scan converter, projectors, Smartboard, and variety of other peripherals.

Number of school staff participants: 61

Professional development contact hours: 1

Professional development number of days: 79

§ Activity 49. (PD) Project Venture Teacher Forum - Tempe Union

Activity Description: The Project Venture Teacher Forums consisted of two meetings. In these forums we provided teachers with the opportunity to share ideas, provided software and peripheral training, and updated them on what data needed to be collected for the grant.

Number of school staff participants: 40

Professional development contact hours: 5

Professional development number of days: 2

§ Activity 50. (PD) Digital Video - Tempe Union

Activity Description: Taught faculty and staff how to use Digital Video cameras, and the various features on the DV camera. Also, provided useful tips on how best to use lighting, record sound, and improve the overall quality of video. We also provided a workshop where we taught faculty and staff how to import digital video into your PC and MACs, and edit your video to near professional standards. Using transitions, adding audio, and many other special affects. Some of the activities with students included assisting ESL students in creating news reports of student activities on campus. Students also recorded and edited presentations of student produced Arizona Endangered Species websites.

Number of school staff participants: 41

Professional development contact hours: 4

Professional development number of days: 3

§ Activity 51. Project Venture Advisory Team - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group meet for three hours to make decisions and guide the progress of the project. At least one person from each consortium group attends and some send two people. The following are the dates and major topics for the year:

August 17, 2001 – Creighton SD Office

Received Project Venture Events/Updates and 2001-2002 budget information

Received update on 3rd year evaluation report

Reviewed request for supplement funds

Discussed the interim grant review on October, 12 in Washington, DC

Discussed TMT meetings and retreat in September

September 7, 2001 – Maricopa County Offices

Received Project Venture Events/Updates and 2001-2002 revised budget information

Reviewed and discussed results of supplementary funding

Received direction on reviewing 3rd year draft evaluation report

Discussed the interim grant review questions

Discussed and made assignments for Project Venture Retreat (Supplement Funds)

Discussed new TMT Orientation

October 5, 2001, Tempe Elementary SD Office

Received Project Venture Events/Updates and 2001-2002 revised budget information

Began planning for 4th year Evaluation Activities

Discussed key elements of the interim grant review

Discussed and evaluated Project Venture Retreat

Discussed new TMT Orientation

November 2, 2001 – Tempe Union HSD Office

Received and discussed interim grant review experience

Met Scott Thompson, ADE, and received update on state block grants

Received Project Venture Events/Updates

Received and discussed district level evaluation data and 4th year evaluation activities

Reviewed Online Evaluation data collection and procedures

Discussed lesson plans and 2nd and 3rd PV teacher requirements

December 7, 2001 – Dr. Dee Spencer's home

Received Project Venture/Events updates

Received and discussed 4th year evaluation activities

Reviewed Online Evaluation data collection and TICG data portion

Reached consensus on a technology book for a study book

Discussed lesson plans and 2nd and 3rd PV teacher requirements

Enjoyed each other and to further strengthen the cohesiveness of the consortium

February 8, 2002 – Kyrene SD Office

Received Project Venture Events/Updates

Discussed budget information

Received update on 4th year evaluation and reviewed 3rd Year recommendations

Evaluated new TMT Online Time Report

Received update on lesson plan posting

Discussed Interim Review Summary

Reviewed TICG Database templates and spreadsheets

Reached consensus on NatureShift partnership

March 1, 2002, Creighton SD Office

Received Project Venture Events/Updates

Discussed budget information

Received update on 4th year evaluation and discussed and reached consensus on Action Research Project

Evaluated Book Study
Reviewed TICG Database templates and spreadsheets requirements
Discussed TMT Meetings for April and May
Reached consensus on May 10th evening event

April 12, 2002, Tempe Elementary SD Office
Received Project Venture Events/Updates
Received update on 4th year evaluation and discussed
Reviewed TICG Database responsibilities
Discussed TMT Meetings for April and May
Planned further for Nibbles and Knowledge with Alan November May 10th evening event
Discussed possible partnership with Indian Nation
Received update on Natureshift partnership

May 3, 2002, Maricopa Country Offices
Received Project Venture Events/Updates
Received update on 4th year evaluation
Reviewed TICG Database responsibilities
Discussed TMT Meetings for May
Planned further for May 10th evening event with Alan November

§ Activity 52. State K-12 Technology Framework Steering Committee - Consortium

Activity Description: The Project Venture director and two consortium TMTs have served on the steering committee to develop a state-wide K- 12 Technology Framework representing teachers and districts. This document has become the foundation for the Arizona's Technology Plan.

§ Activity 53. Supported ASSBO/ADE State-wide Technology Conference - Consortium

Activity Description: 5 PV consortium members participated as either round table facilitators or recorders as participants discussed key questions on 4/26/02. The focus of the conference was how to implement Arizona's new Application Service Provider in conjunction with Cox Educations Network.

§ Activity 54. Supported Arizona K-12 Center's Leadership Institutes for Technology (Bill Gates Foundation Grant)-Consortium

Activity Description: Several PV Advisory members and PV TMTs have support the technology training efforts at the Arizona K-12 Center's Leadership Institutes for Technology (LIT). Several institutes will be held for the next two years. PV will continue to be involved next year.

§ Activity 55. Hosted "Nibbles and Knowledge" with Alan November - Consortium

Activity Description: Project Venture hosted "Nibbles and Knowledge" featuring Alan November on May 10, 2002 at Marcos de Niza High School in the Tempe Union High School District. The event was the first attempt to bring together all teachers in the consortium for a celebration time and to hear a well-known educational technologist - Alan November.

§ Activity 56. Participated in Interim Grant Review in Washington, DC - Consortium

Activity Description: The Project Venture Advisory team spent many hours preparing for the mid-grant review on October 12, 2001 in Washington, DC. The purpose of the review was to present the progress of the goals of our project to a peer review panel. During the preparation time, the consortium was able to solidify the significance of our project. The self-reflection was extremely beneficial. The Project Venture Director, Creighton Asst. Superintendent, the External Program Specialist attended in person and the external evaluator and PV TMT participated via telephone.

§ Activity 57. Supported Western Cluster Activities - Consortium

Activity Description: The Project Venture Director and the Tempe Union PV Advisory Team member attended the Western Cluster meeting in September held in Alaska.

The Project Venture Director also attended the Western Cluster meeting in San Diego in March 2002. She is very active in supporting My eDesk which is a way to preserve the work of the TICGs.

§ Activity 58. Partnership with Natureshift TICG Project - Consortium

Activity Description: Project Venture has partnered with the Natureshift TICG project in North Dakota. Our PV TMTs are working with teachers who are reviewing the website and field testing lesson plans. One PV TMT is Arizona Ambassador to Natureshift and went to North Dakota in January 2002 for training.

§ Activity 59. Supported State Ed Tech Grant Program - Consortium

Activity Description: Project Venture Director was extremely involved in the new state's Ed Tech grant (technology block grants from the federal level) process. She helped create the scoring rubric used in the 2002-2003 application process as well as served as a team leader in scoring Ed Tech Grants.

§ Activity 60. PV TMT Meetings - Creighton

Activity Description: Creighton PV TMTs spend four days on a school site and then one day, Friday, at the district. In order to fully implement the goals of the grant and to participate in PV consortium activities, Friday's are reserved for all Project Venture TOAs to attend training and meetings. The following are the items that have been accomplished as a result of the Friday meetings:

- Received updates on consortium activities and new opportunities
- Planned quarterly PV Meetings
- Planned and designed district-wide technology integration workshop
- Implemented the Learner's Online monthly publication.
- Planned off contract training days – November 2001 and March 2002
- Helped prepare for mid-grant review
- Received additional Glencoe training and learned ways to support teachers to use it.
- Reviewed 3rd Evaluation report and agreed to make necessary changes
- Began work on a new technology curriculum
- Prepared to review new lesson plans and revised Lesson Plan rubric
- Participated in two-day PV Retreat in Carefree
- Reviewed TMT Time Reporting methods and made suggestions for changes
- Prepared for many conference presentations
- Attended training on Dreamweaver, iMatrix, Collaborative Projects
- Emphasized the use of iMovie and new digital cameras
- Supported evaluation data collection process
- Planned and presented technology integration workshops for Pendergast School District

- Supported the district's Social Studies adoption process
- Participated in Super Team meetings and activities
- Revised PV Application Process, interview questions and timeline
- Began documenting the PV coaching/mentoring process
- Received training on new video streaming resources from ASSET
- Prepared for the Alan November book study session
- Encouraged teachers to use Natureshift website
- Spent ? day brainstorming ideas for new Ed Tech Funds and for new district technology plan
- Participated in Technology Planning Committee meeting
- Supported ASSBO/ADE Technology conference
- Planned decorations and food for "Nibbles and Knowledge" with Alan November.
- Revised 2nd and 3rd PV Teachers Agreements
- Scored new PV Teachers" portfolios, interviewed potential PV Teachers and selected 32 new PV teachers
- Welcomed new PV Teachers by presenting them with balloons, a welcome certificate and a PV pin in their classrooms.
- Planned for New Teacher Orientation and made staffing plans for July 22-24, 2002

§ Activity 61. Documenting the Coaching/Mentoring Model - Creighton

Activity Description: The Creighton TMTs began documenting the processes and procedures of coaching/mentoring. The entire TMT group will continue to add to it during the next year.

§ Activity 62. Project Venture Application Informational Meetings - Creighton

Activity Description: Project Venture Application Informational Meetings were held at all nine schools in Creighton. More than 70 teachers showed interest in the application process. 33 applications were turned in and 32 new PV teachers were accepted.

§ Activity 63. District/School Technology Plan - Creighton

Activity Description: The Project Director and all PV TMTs are actively involved in writing a new 5-year technology plan for the district and several support local planning as follows:

Technology Committee -Papago school

The committee met several times throughout the school year to determine hardware and software purchases needed for the school as well as meeting to determine appropriate lab setup for teacher accessibility. Recommendations were given to the administration regarding purchasing based on the group decisions.

Squaw Peak Technology Committee

The PV TMT has met several times throughout the year with this committee, as well as did independent activity, in order to help make purchasing decisions regarding technology (hardware and software), and formulating both a long-term and short-term technology plan for this campus. One of the components that we decided about it deals with professional development for teachers at Squaw Peak and how that will happen next year. This committee determined a specific training goal and a plan was formulated.

§ Activity 64. Reviewed PV Applications and Conducted Interviews - Creighton

Activity Description: The Director and all TMTs reviewed 33 portfolios and interviewed 27 potential teachers. 32 new Project Venture teachers were accepted.

§ Activity 65. Student Technology Training - Creighton

Activity Description: Students received the following training:

Thinkquest

Students in grades five and six met with a PV TMT on a weekly basis after school for 1 to 1 1/2 hours from October until April (the sixth grade group also met for approximately 14 hours during intersession) to research a topic using both print and online resources and create webpages that would be submitted to Thinkquest.

Computer elective class

There is a computer elective for middle school students. This class specifically focuses on keyboarding skills. Approximately 4 times each quarter, the PV TMT comes in as a guest teacher to lead a more advanced project with technology. The teacher of this elective has been a part of this process so that she can also learn the skills, and possibly eventually teach these skills herself.

Students using iMovie

The PV TMT met approximately 7 times after school with a group of fifth graders who worked on video editing the tape of their D.A.R.E. graduation ceremony, using iMovie. These students hope to do another iMovie project again next year.

§ Activity 66. TMT Shadowing - Creighton

Activity Description: Three school districts have sent their technology trainers to "shadow" Creighton TMTs for several full days. The districts wanted their trainers to see how a "site based" coaching/mentoring model worked.

§ Activity 67. PV Teachers Preparing for Mid-grant Review - Creighton

Activity Description: At the first PV Grade Level Meeting, August,2001, all PV teachers brainstormed key questions regarding how Project Venture had impacted their teaching and their students. Many of their comments were embedded in the mid-grant review presentation.

§ Activity 68. Super Team Meetings - Creighton

Activity Description: The PV TMTs meet bi-monthly with the other Creighton staff TOAs (Teachers on Assignment) for the purpose of aligning training efforts. PV TMTs share online resources and make suggestions for technology integration in all curricular areas.

§ Activity 69. New Teacher Orientation - Creighton

Activity Description: PV TMTs helped design the New Teacher Orientation, held before school begins, and are also assisting in developing a course to help new teachers survive their first two years.

§ Activity 70. Weekly TMT meetings - Kyrene

Activity Description: Project Venture Technology Mentor Teachers met on a weekly basis to guide the implementation of Project Venture in the Kyrene School District.

The content of the meetings included:

- *Planned and scheduled district-wide technology trainings
- *Created and prepared technology staff development trainings
- *Discussed roll out and implementation of pilot programs (Encarta, Riverdeep,

Blackboard, ASP)*Planned Project Venture meetings
 *Design instruments for data collection *Discussed mentoring and coaching strategies for use with teachers
 *Planned PV application process; Reviewed application materials
 *Planned Project Venture all day retreat for Spring, 2002
 *Discussed information presented at Project Venture Advisory Board Meetings
 *Prepared presentations *Discussed content of Kyrene Project Venture website
 *Ordered materials, hardware, and software for district and special projects
 *Revised Kyrene technology curriculum to align with new state technology standards
 *Shared pertinent information from other district/state meetings attended
 *Discussed Intel Teach to the Future Program
 *Revised Acceptable Use Policy for Kyrene students, teachers, and administrators
 *Evaluated Project Venture lesson plans using the Project Venture rubric
 *Map out plan for deployment of equipment
 *Shared classroom integration, troubleshooting, and application software integration strategies

§ Activity 71. Information Systems Team Meetings: -Kyrene

Activity Description: User Support, Network, Data Processing

Technology Mentor teachers met regularly with the user support group, data processing group, and network group. There was a representative from the educational technology group present at most meetings to discuss departmental issues and to keep abreast of changes and issues regarding their role in the district. These various team met regularly to discuss pilot projects in Kyrene (Riverdeep, Encarta Class Server, ASP, Blackboard), network issues, user support at sites, issues that sites had regarding technology, new student system, curriculum management issues, web page design and requirements, School Facilities Board, teacher training, hardware deployment, software image and new software on the Kyrene toolkit, as well as other important issues

§ Activity 72. Intel Teach to the Future Monthly Meeting - Kyrene

Activity Description: A representative from our department, Jan Dixon, a

Kyrene Technology Mentor Teacher met monthly with Intel Teach to the Future trainers to discuss issues pertinent to the Intel Teach to the Future trainings that they conduct throughout the year.

§ Activity 73. Conferences, Workshops, and Trainings for Project Venture Technology Mentor Teachers - Kyrene

Activity Description: One or more of the Technology Mentor Teachers

attended the following:

Riverdeep's Train the Trainers Program, June 2001

Online facilitator training for Asset's My Compass Professional Development Program, June-July 2001

Summer Technology Trainings through Tempe Union High School District, June 2001

Stiggins Assessment Institute, July 2001 Encarta's Train the Trainer Program, Fall

2001 Microsoft Experience Learning Tour (XP), September 2001

Internet and Schools Conference, September 2001

State Facilities Board: ASP Presentation, September 2001

Imovie and Final Cut Pro Training, September 2001

Project Venture Mid-grant Review, Washington, DC October 2001 (TMT and evaluator teleconferenced with reviewers in Washington DC while other team

members flew to Washington, DC.)
AZ Science Teacher's Convention, October 2001
Intel Odyssey, October 2001
Palm Pilot Training, November 2001
IPAQ Training, December 2002
Steven Covey Workshop, January 2002
AzTEA Workshop: K-12 Institute, Patty Horn
Microsoft Connected Learning Community Technology Summit: February 2002
MEC Conference (ASU's Microcomputers in Education Conference), March 2002
Blackboard Conference, Phoenix, AZ, March 2002
AERA, April 2002
Alan November's Nibbles and Knowledge Workshop, May 2002
WOW Way Out West Conference, May 2002
NECC (National Educational Computing Conference), June 2002

§ Activity 74. Arizona K-12 Center's Leadership Institutes for Technology (LIT)-Kyrene

Activity Description: The four Technology Mentor Teachers (TMTs) helped train Arizona superintendents and principals in the use of hand held technology devices and general technology skills over a period of six days in May and June 2002. This was part of the Bill and Melinda Gates Foundation Grant.

§ Activity 75. Site Visits to Project Venture Demonstration Classrooms-Kyrene

Activity Description: Project Venture Technology Mentor Trainers scheduled and facilitated school visits to observe master teachers integrating technology into the curriculum. Administrators and teachers from other districts as well as within the Kyrene School District observed these demonstration classrooms.

§ Activity 76. Collaboration Between Peoria School District and Kyrene School District-Kyrene

Activity Description: The Peoria School District and Kyrene School District are collaborating on the piloting and implementation of Blackboard, an e-learning environment. Sessions included discussion pertaining to implementation, network issues, server issues, and piloting strategies for successful implementation of Blackboard with teachers and students. For more information on this product, you can go to www.blackboard.com.

§ Activity 77. Media Specialists' Meeting - Kyrene

Activity Description: Members of the Department of Information Systems and the Media Specialists meet two to three hours at a monthly Media Specialists' Meeting. The Media Specialists are technology leaders at their site. Currently we have 5 Media Specialists who are Project Venture teachers. A portion of each meeting is devoted to technology. This is the time when members of the Department of Information Systems update media specialists about current issues surrounding the network, user support, data processing, and educational technology.

§ Activity 78. District Salary Credit Committee-Kyrene

Activity Description: Some of the TMTs are involved in the District Salary Credit Committee in Kyrene. The issues of ASSET online professional development courses and other online courses have surfaced. Our department has agreed to be part of this committee to share the Department of Information System's philosophy regarding online courses and other educational technology courses. As representatives

of our department, we strive to advocate for teachers and the educational technology courses they complete for salary advancement.

§ Activity 79. Project Venture Meetings and Conference Attendance- Kyrene

Activity Description: With feedback we received last year, we have limited the number of meetings for Project Venture teachers. Many of the 58 teachers that are currently Project Venture teachers are early adopters of most initiatives and programs in the Kyrene School District. Therefore, their time after school is limited. We have had Project Venture meetings as a whole group and by individual grade levels or by site. We have discussed the following items at meetings: *Requirements for first, second, and third year PV teachers

*Lesson/unit plans and rubric

*Videotapes and self-reflections

*How mentors can support PV teachers

*Equipment roll out

*Troubleshooting

*Wants/needs of PV teachers

*Conference attendance: each PV teacher was able to attend the AzTEA Technology Conference in Tucson for free.

In addition, some PV teachers requested additional funds to attend specific national technology conferences with the intent of sharing this new information at site and/or district meetings.

*Migration from public drive to a teams drive on the network

*Pilot programs in the district

*Technology assessments

*Grant requirement (lesson plans/units, observations by evaluator, trainings)*Demonstration classroom visits

*Announcements

In addition, each Project Venture teacher had the opportunity to participate in a Project Venture Retreat. There were two different days to choose from. The Department of Information Systems paid for these teachers to obtain a substitute for the day. The retreat centered around action research, learning the iMovie software package and creating an end product video, and learning Final Cut Pro.

§ Activity 80. Technology Standards Alignment - Maricopa

Activity Description: With the help of one of the Project Venture Technology Mentors, teachers at one of the Districts aligned the Arizona Technology Standards to grade-level curriculum outcomes. This will be shared with the other 11 districts, which do not yet have any grade-level outcomes for Technology.

§ Activity 81. Working with Classroom Teachers - Maricopa

Activity Description: Spending time with (non Project Venture)classroom teachers to help them plan activities that integrate technology into their classes. A Kindergarten teacher used her limited prep time to learn how to use a digital camera. She then used her new knowledge to teach her students how to improve their communication skills.

Lessons were designed by a fourth grade teacher with guidance from a Project Venture TMT on an effective way to use the Internet to integrate technology into the language

arts curriculum. “Launch pages” were created in Word to ensure that the students were directed to the correct Internet site without getting off task. This activity, along with subsequent follow-ups helped increase the teacher’s confidence in using the computer lab with her class. It also decreased her anxiety about having them “surf” the Web. Teachers are beginning to view technology as tools to achieving an objective rather than something additional that needs to be taught.

§ Activity 82. Effective Software Purchases - Maricopa

Activity Description: Because the number of teachers and staff employed in our schools is relatively small, it is important to get as much information as possible from the certified and non-certified staff before effective purchases can be made. Through informal discussions and many observations, it is easier to determine what software purchases may be appropriate. All of the people who come in contact with the computers and the students need to feel like part of the process in order for the software to get optimal use once purchased.

When two of the schools in the consortium began setting up computer labs for the first time this year, they both wanted to make sure that the labs were not used just for “drill and kill” programs. Project Venture was involved in discussions about the types of software that could effectively help teachers integrate technology into the curriculum. In both cases, MS Office was chosen because of its universal appeal and variety of educational activities it can be used for.

One small school purchased a used satellite dish from a nearby district when it was determined it would meet their interim need for internet access. After some discussion, it was decided that they would also plan in their budget to purchase a larger dish with faster connections in the future. This demonstrates their attitude of continuing to move forward with technology.

§ Activity 83. Technology Curriculum Development - Tempe Elem.

Activity Description: The TD3 Ed Tech Team and our Technology Liaison group has continued work on the development of our integrated technology curriculum matched to ISTE and the latest Arizona Technology Standards. During Spring 2002 a middle school curriculum development team started intense work on developing a document that includes recommended instructional and assessment strategies, resources, and curriculum connections. During this process, a number of resources will be developed or purchased to support the implementation of the new technology curriculum, and to provide useful tools for instruction and assessment. Work on the K-5 curriculum also began in Spring 2002 and will continue during the summer.

§ Activity 84. Educational Technology Team Meetings - Tempe Elem.

Activity Description: The Tempe School District #3 Educational Technology Team meets regularly to plan for meetings, develop curriculum, make purchasing decisions, discuss educational and technological issues, select Project Venture teachers, and formulate strategies for educational technology implementation. 20 meetings, average 3 hours each.

§ Activity 85. Lab Assistant Meetings - Tempe Elem.

Activity Description: A total of four 2-hour Lab Assistant meetings were held during the 2001-2002 school year. Management, technical, and instructional issues were addressed during these meetings, and some training took place. These meetings also helped to strengthen communication between lab assistants at various schools.

§ Activity 86. Technology Liaison Meetings - Tempe Elem.

Activity Description: A total of seven 2-hour Technology Liaison meetings were held during the 2001-2002 school year. In Tempe, the Liaison group is responsible for communication between the Educational Technology/Technology Support groups and the schools, and provides a number of support services to their own schools. Liaisons are classroom teachers who have a full teaching schedule plus additional Tech Liaison responsibilities. Though some time in the meeting is devoted to business and communication matters, the agenda always includes demonstrations, hands-on activities, discussion groups or other learning activities.

§ Activity 87. Technology Plan Development - Tempe Elem.

Activity Description: During Spring 2002, a technology planning committee consisting of district employees from a number of departments and community and parent volunteers met to formulate goals and objectives for our new 3-year technology plan.

§ Activity 88. Alan November - Tempe Union

Activity Description: Alan November met with district administrators and discussed what part technology plays in today's schools. The group discussed how technology can be used to make students information literate, develop relationships, and create fearless learners, if implemented correctly.

§ Activity 89. Arizona K-12 Center's Leadership Institutes for Technology (LIT)- Tempe Union

Activity Description: Provided administrators with training on how to use Palm's Personal Digital Assistant. Administrators received Palm PDA, software, and peripherals for attending 2 day workshop. PV TMTs acted as technology training support.

† Objective II. Infrastructure, servers and networking software will be purchased and installed.

Objective Description: Purchase necessary hardware and software needed to integrate technology in the classroom. Infrastructure needs include both hardware and administrative components.

Objective Progress: Even though this objective was to have been completed in Year One, efforts toward completing the infrastructure continued into Year Two, Three and Four. Two years ago, the School Facility Board (SFB), <http://www.sfb.state.az.us/sfb/sfbpub/sfbindex.stm>, provided nearly 34,000 computers through out the state in order to increase the student/computer ratio to 1:8. During Year 4, the SFB evaluated every district's infrastructure and began to purchase and install the needed hardware to bring districts up to the state network standards. Due to enormity of the task, the network upgrade will continue into Year 5 of the grant. However, by the end of Year 4, the network infrastructure of most of the Maricopa Country Small Schools was adequate to support the goals of Project Venture. Several of the smaller districts were completely rebuilt. However, it should be noted that each district's network infrastructure will continually need upgrading and may never be considered complete.

During Year 5, the state is providing an Application Service Provider (ASP) that will offer 250 free software titles and free email to students. This is the content side of the

School Facility Board efforts. It also will offer a wide variety of additional software packages for a per student fee. One of the benefits of the ASP is that students can access the software packages from their homes and it may become the catalyst of increased student achievement in our state. Project Venture TMTs are being trained this summer by the ASSET (Arizona School Services through Educational Technology) and will help train teachers in Maricopa County for the next 18 months on using the new ASP.

The administrative infrastructure, which had been greatly strengthened during Year 3, continues strong into Year 4. The Project Venture Advisory group is working extremely well together and was able to reach consensus on a variety of issues facing the project. This year was a year of refinement and preparing for the mid-grant review. It was during the preparation of the Washington, DC review, that the significance of the project was solidified. As a result of the mid-grant review, the consortium is working towards creating a “How To” product on its coaching/mentoring model. It is to be completed at the end of Year 5. The positive comments Project Venture received from the peer review panel were meaningful and validated all the hard work that had gone into the project up to that time.

§ Activity I. (PD) TMT Training - Consortium

Activity Description: September 28-29, 2002 – Carefree Inn Resort
Project Venture Technology Mentor Teacher Digital Video Training/Retreat. Apple Computer did a 2-day training on using iMovie and instructions on using the new digital cameras.

October 19, 2001 – ASSET Office in Tempe
Dreamweaver web development training using new Apple notebooks received with supplemental funds.

November 16, 2002 – Excelencia School, Creighton SD
Reviewed new PV Data Collection Website and trained how to use it
Shared coaching/mentoring techniques and teaching tips among 5 consortium groups

December 7, 2001 - Metro Tech High School
Surweb iMatrix Training in conjunction with Global Connections/Phoenix Union High School District

January 18, 2002 – Manitas, Kyrene SD
Collaborative online projects by Savvy Cyber trainer Jill Dingman.

February 15, 2002 – Kyrene District Office
Conducted an in-depth review of Alan November’s book, “Empowering Students with Technology” and reviewed the Natureshift website and decided to partner with them.

April 19, 2002 – Excelencia, Creighton SD
Conducted focus groups for external evaluator
Reviewed and edited the beginning work on the Coaching/Mentoring document that will be a product produced and disseminated by our project.

May 10, 2002 – Tempe Elementary District Office
Informal discussion with Alan November with TMTs about challenges they face and strategies to help teachers integrate.

Number of school staff participants: 20

Professional development contact hours: 7

Professional development number of days: 8

§ Activity II. (PD) Level II Technology Training - Kyrene

Activity Description: The following Level II classes were offered:

Kid Pix 3

This course will introduce teachers to the new features of Kid Pix III. Integration ideas will be included in this course.

Kidspiration

This course will introduce teachers to the new program on the Kyrene toolkit called Kidspiration. Integration ideas will be included in this course.

Using Conversion Plus Software to Convert MAC Files to Windows Files

T Drive Migration Training at Multiple School Sites

Smartboard: How to Training at Multiple School Sites

Acceptable Use Policy (AUP) Workshop

With a new AUP, about 25% of school sites asked for a workshop on the changes to the Acceptable Use Policy and what it means to staff and students.

Number of school staff participants: 301

Professional development contact hours: 2

Professional development number of days: 3

§ Activity III. (PD) Mentoring/Coaching - Kyrene

Activity Description: The Kyrene Project Venture TMTs (2 paid for by Project Venture and two in kind positions paid for by Kyrene School District), spend a considerable amount of time mentoring and coaching designated Project Venture and non-Project Venture teachers in the following areas: appropriate technology integration, teaching to standards, aligning and creating assessments to evaluate students' growth, effective facilitation strategies to help create a student centered classroom, and classroom management strategies to use with the implementation of the classroom mini lab. 160 days * 4 hours per day = 640 contact hours per trainer 640 hours per trainer* 4 trainers= Grand total of 2,560 hours of mentoring and coaching.

Number of school staff participants: 58

Professional development contact hours: 1

Professional development number of days: 160

§ Activity IV. (PD) Intel Teach to the Future Training - Kyrene

Activity Description: Intel Teach to the Future Trainings are conducted throughout the year by 5 master teacher trainers. The focus of these trainings are on applying technology tools to enhance student learning so that students can be contributing members of the 21st century. There have been five classes taught this year with 100 teachers trained to integrate technology into the curriculum.

Number of school staff participants: 100

Professional development contact hours: 45

Professional development number of days: 10

§ Activity V. (PD) Level 1 Technology Training - Tempe Elem.

Activity Description: Getz New Lab Training

Teachers at this special Pre-K School are introduced to their new iMac lab and the software available to their students. MacManager environment is shown to them for logging in and accessing their folders.

New Teacher Technology Training

Newly hired teachers are given training to learn about the equipment they will have in their rooms, in their school's computer lab, and other necessary information they need to know (i.e., e-mail and internet information).

Number of school staff participants: 72

Professional development contact hours: 2

Professional development number of days: 1

§ Activity VI. (PD) Level III Technology Training - Tempe Elem.

Activity Description: The following Level III classes were offered:

Intermediate Power Point

Reading and Technology Integration-Gr. 1&2

Inspiration Integration

Writing/Technology Integration Grade 3

Using Technology in Grades 1-2 Writing Instruction

Using Technology to Support Instruction in Writing 4-5

Using Technology to Support Reading Instruction 4/5

Reading and Technology Integration Grade 1,2, 3

Accelerated Reader Basics

Advanced Accelerated Reader

Intermediate Power Point

Writing/Technology Integration Grade 3

Using Technology in Grades 1-2 Writing Instruction

Using Technology to Support Instruction in Writing 4-5

Using Technology to Support Reading 4/5

Alliance for Teacher Excellence

A workshop to follow up the Summer Institute, reinforce skills learned, review projects, and share best practices.

Number of school staff participants: 187

Professional development contact hours: 2

Professional development number of days: 16

§ Activity VII. (PD) Level III Technology Training - Tempe Elem.

Activity Description: The following Level III technology classes were offered:

Alliance for Teacher Excellence

An intensive, two week institute, designed to assist teachers in the integration of technology into instruction by developing a replicable unit and creating a presentation to share the plan with a local audience. (35 hours total)

Project Venture Teacher Workshop

As Project Venture teachers return for the new school year, this workshop brings an opportunity for them to become acquainted with new software and reacquaint themselves with existing programs. Time is also given to explore and plan new

projects.

New Project Venture Teacher Workshop

New Project Venture teachers are given the opportunity in this workshop to view their new software and learn more about the Project Venture program to help them get a head start on lesson and project planning for their upcoming school year.

Internet GOLD for Parents

Classroom Video Basics

Accelerated Reader Basics

Inspiration Integration

Number of school staff participants: 87

Professional development contact hours: 7

Professional development number of days: 16

§ Activity VIII. (PD) Coaching/One-on-One Support for PV Teachers - Tempe Elem.

Activity Description: One of the most important aspects of our educational technology program is to provide direct, one-on-one support and training of Project Venture Technology Teachers as they implement integrated technology activities within their classrooms. This support is given by Technology Mentor Teachers, who coach, mentor, co-teach, and provide "just-in-time" help for educational and technical issues.

30 participants, each visited 30 times (days), Average visit 1 hour, average number of hours per teacher is 30 hours.

Average visit is 1 hour, but could range anywhere from 10 minutes to three hours)

During the 2001-2002 school year, Technology Mentor Teachers provided approximately 900 hours of coaching/one-on-one support to Project Venture Teachers.

Number of school staff participants: 20

Professional development contact hours: 1

Professional development number of days: 30

§ Activity IX. Project Venture Advisory Team - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group meet for three hours to make decisions and guide the progress of the project. At least one person from each consortium group attends and some send two people. The following are the dates and major topics for the year:

August 17, 2001 – Creighton SD Office

Received Project Venture Events/Updates and 2001-2002 budget information

Received update on 3rd year evaluation report

Reviewed request for supplement funds

Discussed the interim grant review on October, 12 in Washington, DC

Discussed TMT meetings and retreat in September

September 7, 2001 – Maricopa County Offices

Received Project Venture Events/Updates and 2001-2002 revised budget information

Reviewed and discussed results of supplementary funding

Received direction on reviewing 3rd year draft evaluation report

Discussed the interim grant review questions
Discussed and made assignments for Project Venture Retreat (Supplement Funds)
Discussed new TMT Orientation

October 5, 2001, Tempe Elementary SD Office
Received Project Venture Events/Updates and 2001-2002 revised budget information
Began planning for 4th year Evaluation Activities
Discussed key elements of the interim grant review
Discussed and evaluated Project Venture Retreat
Discussed new TMT Orientation

November 2, 2001 – Tempe Union HSD Office
Received and discussed interim grant review experience
Met Scott Thompson, ADE, and received update on state block grants
Received Project Venture Events/Updates
Received and discussed district level evaluation data and 4th year evaluation activities
Reviewed Online Evaluation data collection and procedures
Discussed lesson plans and 2nd and 3rd PV teacher requirements

December 7, 2001 – Dr. Dee Spencer's home
Received Project Venture/Events updates
Received and discussed 4th year evaluation activities
Reviewed Online Evaluation data collection and TICG data portion
Reached consensus on a technology book for a study book
Discussed lesson plans and 2nd and 3rd PV teacher requirements
Enjoyed each other and to further strengthen the cohesiveness of the consortium

February 8, 2002 – Kyrene SD Office
Received Project Venture Events/Updates
Discussed budget information
Received update on 4th year evaluation and reviewed 3rd Year recommendations
Evaluated new TMT Online Time Report
Received update on lesson plan posting
Discussed Interim Review Summary
Reviewed TICG Database templates and spreadsheets
Reached consensus on NatureShift partnership

March 1, 2002, Creighton SD Office
Received Project Venture Events/Updates
Discussed budget information
Received update on 4th year evaluation and discussed and reached consensus on Action Research Project
Evaluated Book Study
Reviewed TICG Database templates and spreadsheets requirements
Discussed TMT Meetings for April and May
Reached consensus on May 10th evening event

April 12, 2002, Tempe Elementary SD Office

Received Project Venture Events/Updates
Received update on 4th year evaluation and discussed
Reviewed TICG Database responsibilities
Discussed TMT Meetings for April and May
Planned further for Nibbles and Knowledge with Alan November May 10th evening event
Discussed possible partnership with Indian Nation
Received update on Natureshift partnership

May 3, 2002, Maricopa Country Offices
Received Project Venture Events/Updates
Received update on 4th year evaluation
Reviewed TICG Database responsibilities
Discussed TMT Meetings for May
Planned further for May 10th evening event with Alan November

§ Activity X. State K-12 Technology Framework Steering Committee - Consortium

Activity Description: The Project Venture director and two consortium TMTs have served on the steering committee to develop a state-wide K- 12 Technology Framework representing teachers and districts. This document has become the foundation for the Arizona's Technology Plan.

§ Activity XI. Supported ASSBO/ADE State-wide Technology Conference - Consortium

Activity Description: 5 PV consortium members participated as either round table facilitators or recorders as participants discussed key questions on 4/26/02. The focus of the conference was how to implement Arizona's new Application Service Provider in conjunction with Cox Educations Network.

§ Activity XII. Participated in Interim Grant Review in Washington, DC - Consortium

Activity Description: The Project Venture Advisory team spent many hours preparing for the mid-grant review on October 12, 2001 in Washington, DC. The purpose of the review was to present the progress of the goals of our project to a peer review panel. During the preparation time, the consortium was able to solidify the significance of our project. The self-reflection was extremely beneficial. The Project Venture Director, Creighton Asst. Superintendent, the External Program Specialist attended in person and the external evaluator and PV TMT participated via telephone.

§ Activity XIII. Supported State Ed Tech Grant Program - Consortium

Activity Description: Project Venture Director was extremely involved in the new state's Ed Tech grant (technology block grants from the federal level) process. She helped create the scoring rubric used in the 2002-2003 application process as well as served as a team leader in scoring Ed Tech Grants.

§ Activity XIV. PV TMT Meetings - Creighton

Activity Description: Creighton PV TMTs spend four days on a school site and then one day, Friday, at the district. In order to fully implement the goals of the grant and to participate in PV consortium activities, Friday's are reserved for all Project Venture TOAs to attend training and meetings. The following are the items that have been accomplished as a result of the Friday meetings:

·Received updates on consortium activities and new opportunities

- Planned quarterly PV Meetings
- Planned and designed district-wide technology integration workshop
- Implemented the Learner's Online monthly publication.
- Planned off contract training days – November 2001 and March 2002
- Helped prepare for mid-grant review
- Received additional Glencoe training and learned ways to support teachers to use it.
- Reviewed 3rd Evaluation report and agreed to make necessary changes
- Began work on a new technology curriculum
- Prepared to review new lesson plans and revised Lesson Plan rubric
- Participated in two-day PV Retreat in Carefree
- Reviewed TMT Time Reporting methods and made suggestions for changes
- Prepared for many conference presentations
- Attended training on Dreamweaver, iMatrix, Collaborative Projects
- Emphasized the use of iMovie and new digital cameras
- Supported evaluation data collection process
- Planned and presented technology integration workshops for Pendergast School District
- Supported the district's Social Studies adoption process
- Participated in Super Team meetings and activities
- Revised PV Application Process, interview questions and timeline
- Began documenting the PV coaching/mentoring process
- Received training on new video streaming resources from ASSET
- Prepared for the Alan November book study session
- Encouraged teachers to use Natureshift website
- Spent ? day brainstorming ideas for new Ed Tech Funds and for new district technology plan
- Participated in Technology Planning Committee meeting
- Supported ASSBO/ADE Technology conference
- Planned decorations and food for "Nibbles and Knowledge" with Alan November.
- Revised 2nd and 3rd PV Teachers Agreements
- Scored new PV Teachers" portfolios, interviewed potential PV Teachers and selected 32 new PV teachers
- Welcomed new PV Teachers by presenting them with balloons, a welcome certificate and a PV pin in their classrooms.
- Planned for New Teacher Orientation and made staffing plans for July 22-24, 2002

§ Activity XV. District/School Technology Plan - Creighton

Activity Description: The Project Director and all PV TMTs are actively involved in writing a new 5-year technology plan for the district and several support local planning as follows:

Technology Committee -Papago school

The committee met several times throughout the school year to determine hardware and software purchases needed for the school as well as meeting to determine appropriate lab setup for teacher accessibility. Recommendations were given to the administration regarding purchasing based on the group decisions.

Squaw Peak Technology Committee

The PV TMT has met several times throughout the year with this committee, as well as did independent activity, in order to help make purchasing decisions regarding

technology (hardware and software), and formulating both a long-term and short-term technology plan for this campus. One of the components that we decided about it deals with professional development for teachers at Squaw Peak and how that will happen next year. This committee determined a specific training goal and a plan was formulated.

§ Activity XVI. Weekly TMT meetings - Kyrene

Activity Description: Project Venture Technology Mentor Teachers met on a weekly basis to guide the implementation of Project Venture in the Kyrene School District.

The content of the meetings included:

- *Planned and scheduled district-wide technology trainings
- *Created and prepared technology staff development trainings
- *Discussed roll out and implementation of pilot programs (Encarta, Riverdeep, Blackboard, ASP)*Planned Project Venture meetings
- *Design instruments for data collection *Discussed mentoring and coaching strategies for use with teachers
- *Planned PV application process; Reviewed application materials
- *Planned Project Venture all day retreat for Spring, 2002
- *Discussed information presented at Project Venture Advisory Board Meetings
- *Prepared presentations *Discussed content of Kyrene Project Venture website
- *Ordered materials, hardware, and software for district and special projects
- *Revised Kyrene technology curriculum to align with new state technology standards
- *Shared pertinent information from other district/state meetings attended
- *Discussed Intel Teach to the Future Program
- *Revised Acceptable Use Policy for Kyrene students, teachers, and administrators
- *Evaluated Project Venture lesson plans using the Project Venture rubric
- *Map out plan for deployment of equipment
- *Shared classroom integration, troubleshooting, and application software integration strategies

§ Activity XVII. Information Systems Team Meetings: -Kyrene

Activity Description: User Support, Network, Data Processing Technology Mentor teachers met regularly with the user support group, data processing group, and network group. There was a representative from the educational technology group present at most meetings to discuss departmental issues and to keep abreast of changes and issues regarding their role in the district. These various team met regularly to discuss pilot projects in Kyrene (Riverdeep, Encarta Class Server, ASP, Blackboard), network issues, user support at sites, issues that sites had regarding technology, new student system, curriculum management issues, web page design and requirements, School Facilities Board, teacher training, hardware deployment, software image and new software on the Kyrene toolkit, as well as other important issues

§ Activity XVIII. Intel Teach to the Future Monthly Meeting - Kyrene

Activity Description: A representative from our department, Jan Dixon, a Kyrene Technology Mentor Teacher met monthly with Intel Teach to the Future trainers to discuss issues pertinent to the Intel Teach to the Future trainings that they conduct throughout the year.

§ Activity XIX. Conferences, Workshops, and Trainings for Project Venture Technology Mentor Teachers - Kyrene

Activity Description: One or more of the Technology Mentor Teachers attended the following:

- Riverdeep's Train the Trainers Program, June 2001
- Online facilitator training for Asset's My Compass Professional Development Program, June-July 2001
- Summer Technology Trainings through Tempe Union High School District, June 2001
- Stiggins Assessment Institute, July 2001
- Encarta's Train the Trainer Program, Fall 2001
- Microsoft Experience Learning Tour (XP), September 2001
- Internet and Schools Conference, September 2001
- State Facilities Board: ASP Presentation, September 2001
- Imovie and Final Cut Pro Training, September 2001
- Project Venture Mid-grant Review, Washington, DC October 2001 (TMT and evaluator teleconferenced with reviewers in Washington DC while other team members flew to Washington, DC.)
- AZ Science Teacher's Convention, October 2001
- Intel Odyssey, October 2001
- Palm Pilot Training, November 2001
- IPAQ Training, December 2002
- Steven Covey Workshop, January 2002
- AzTEA Workshop: K-12 Institute, Patty Horn
- Microsoft Connected Learning Community Technology Summit: February 2002
- MEC Conference (ASU's Microcomputers in Education Conference), March 2002
- Blackboard Conference, Phoenix, AZ, March 2002
- AERA, April 2002
- Alan November's Nibbles and Knowledge Workshop, May 2002
- WOW Way Out West Conference, May 2002
- NECC (National Educational Computing Conference), June 2002

§ Activity XX. Arizona K-12 Center's Leadership Institutes for Technology (LIT)-Kyrene

Activity Description: The four Technology Mentor Teachers (TMTs) helped train Arizona superintendents and principals in the use of hand held technology devices and general technology skills over a period of six days in May and June 2002. This was part of the Bill and Melinda Gates Foundation Grant.

§ Activity XXI. Collaboration Between Peoria School District and Kyrene School District-Kyrene

Activity Description: The Peoria School District and Kyrene School District are collaborating on the piloting and implementation of Blackboard, an e-learning environment. Sessions included discussion pertaining to implementation, network issues, server issues, and piloting strategies for successful implementation of Blackboard with teachers and students. For more information on this product, you can go to www.blackboard.com.

§ Activity XXII. Media Specialists' Meeting - Kyrene

Activity Description: Members of the Department of Information Systems and the Media Specialists meet two to three hours at a monthly Media Specialists' Meeting. The Media Specialists are technology leaders at their site. Currently we have 5 Media Specialists who are Project Venture teachers. A portion of each meeting is devoted to technology. This is the time when members of the Department of Information Systems update media specialists about current issues surrounding the

network, user support, data processing, and educational technology.

**§ Activity XXIII. Project Venture Meetings and Conference Attendance-
Kyrene**

Activity Description: With feedback we received last year, we have limited the number of meetings for Project Venture teachers. Many of the 58 teachers that are currently Project Venture teachers are early adopters of most initiatives and programs in the Kyrene School District. Therefore, their time after school is limited. We have had Project Venture meetings as a whole group and by individual grade levels or by site. We have discussed the following items at meetings: *Requirements for first, second, and third year PV teachers

*Lesson/unit plans and rubric

*Videotapes and self-reflections

*How mentors can support PV teachers

*Equipment roll out

*Troubleshooting

*Wants/needs of PV teachers

*Conference attendance: each PV teacher was able to attend the AzTEA Technology Conference in Tucson for free.

In addition, some PV teachers requested additional funds to attend specific national technology conferences with the intent of sharing this new information at site and/or district meetings.

*Migration from public drive to a teams drive on the network

*Pilot programs in the district

*Technology assessments

*Grant requirement (lesson plans/units, observations by evaluator, trainings)*Demonstration classroom visits

*Announcements

In addition, each Project Venture teacher had the opportunity to participate in a Project Venture Retreat. There were two different days to choose from. The Department of Information Systems paid for these teachers to obtain a substitute for the day. The retreat centered around action research, learning the iMovie software package and creating an end product video, and learning Final Cut Pro.

§ Activity XXIV. Activities with District Superintendents - Maricopa

Activity Description: The Maricopa County Small Schools Consortium provides educational services to 12 independent rural school districts in Maricopa County, with a total of 13 school sites.

The Project Venture staff worked closely with the Superintendent of each district to:

*Evaluate technology training needs

*Develop a training schedule for all school staff

*Support school-site Technology Committees

*Establish technology Acceptable Use Policies

*Write or revise school Technology Plans

*Align the Arizona Technology Standards to grade-level curriculum outcomes

*Review networking and infrastructure options *Apply for technology grant funds

§ Activity XXV. Joint Ed Tech/Tech Support Meetings - Tempe Elem.

Activity Description: The Tempe School District #3 Educational Technology Team now meets regularly with the district Technology Support Department staff to discuss important projects, share information, and formulate action plans for solving problems and implementing projects. 4 meetings at 2 hours each.

§ Activity XXV1. Technology Plan Development - Tempe Elem.

Activity Description: During Spring 2002, a technology planning committee consisting of district employees from a number of departments and community and parent volunteers met to formulate goals and objectives for our new 3-year technology plan.

‡ Goal II. Technology integrated lesson plans/units

Goal Description: Develop and implement technology integrated lesson plans/units that are aligned with State Content and Technology Standards.

† Objective I. Develop and implement technology integrated units

Objective Description: Create integrated curriculum, i.e., lesson plans and units, aligned with state content and technology standards that will be made available on Project Venture website.

Objective Progress: Tremendous strides have been made toward fulfilling this goal during Year 4. During Year 3, a uniformed lesson plan format and rubric was created and implemented throughout the consortium. At the time of the mid-grant review, more than 100 lesson plans had been posted to the website. However, due to the preparation for the mid-grant review, the need for greater quality control of the lesson plans surfaced. The consortium members agreed that each lesson plan that was turned it would be reviewed the Project Venture TMT who mentored and coached the teacher. The TMT would compare the lesson plan against the rubric and make suggestions of needed changes. At the end of Year 4, more than 200 lesson plans are expected to be posted to the website by the end of the summer. The lesson plans are currently housed at <http://www.creighton.k12.az.us/projectventure/lessonplans/>. At the end of Year 5, more than 350 lesson plans will be available for teachers from around the United States and world to use.

Project Venture committed a part of its supplemental funding last year to the Western Cluster's My eDesk creation. By the end of the summer, all of Project Venture lesson plans will be a part of My eDesk, <http://www.myedesk.org/refdesk.aspx> and will be fully searchable. My eDesk is the Western Cluster of TICGs attempt at preserving and showcasing all of the tremendous efforts created by the Technology Innovation Challenge Grant program over the past six years.

The Project Venture Director and a Kyrene Project Venture TMT recently completed writing a 7-lesson online course called: Integrating Technology using Standards Based Lesson Planning. The Project Venture lesson plan format and rubric are featured in the online course. The course will be available Fall 2002 through ASSET and Classroom Connect. As a result of the quality of the online course, ASSET has requested permission to utilize the Project Venture lesson plan format in their upcoming ASP training.

§ Activity I. (PD) TMT Training - Consortium

Activity Description: September 28-29, 2002 – Carefree Inn Resort

Project Venture Technology Mentor Teacher Digital Video Training/Retreat. Apple Computer did a 2-day training on using iMovie and instructions on using the new digital cameras.

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February 15, 2002 – Kyrene District Office
Conducted an in-depth review of Alan November's book, "Empowering Students with Technology" and reviewed the Natureshift website and decided to partner with them.

April 19, 2002 – Excelencia, Creighton SD
Conducted focus groups for external evaluator
Reviewed and edited the beginning work on the Coaching/Mentoring document that will be a product produced and disseminated by our project.

May 10, 2002 – Tempe Elementary District Office
Informal discussion with Alan November with TMTs about challenges they face and strategies to help teachers integrate.

Number of school staff participants: 20

Professional development contact hours: 7

Professional development number of days: 8

§ Activity II. (PD) Online ASSET Training - Creighton

Activity Description: Several Creighton teachers participated in an online course facilitated by a Creighton PV TMT.

Spreadsheets Across the Curriculum

Online class offered for Creighton District teachers through ASSET and PBS Teacherline and was facilitated by one of PV TMTs. Students utilized Blackboard and the internet to complete the course which taught them how to use spreadsheets in multiple curricular areas. Additional coaching and mentoring was available outside of class if needed.

Number of school staff participants: 7

Professional development contact hours: 15

Professional development number of days: 15

§ Activity III. (PD) Level III Technology Training - Creighton

Activity Description: The following technology classes were offered:

Marco Polo

HyperStudio Basics
Adobe Photoshop Elements
Online Web Page
Appleworks Level II
Become Inspired with Inspirations
Creating Graphs with your Students Using Spreadsheets
Evaluating Web Sites
iMatrix-Multimedia Online
iMovie Training
Internet for Second Language Learners
Internet Integration
Intro. to Inspiration: Part I
Multiple Intelligences and Technology
Online Web Page
PowerPoint
Student Database

Technology Integration Workshop

Learn how to integrate technology into various content areas. We will spend time exploring web sites and share how they could be integrated into lessons. - Webquests and hyperlink documents will also be covered.

Using iDisk

Classroom Newsletter

Create ESL Activities Using Kidspiration
Database

Quick and Easy Teacher Web pages

Number of school staff participants: 515

Professional development contact hours: 2

Professional development number of days: 44

§ Activity IV. (PD) Level III & IV Technology Training - Creighton

Activity Description: Creighton offered two Off-Contract Day Training opportunities.

Hands-on Training Day. The following training occurred:

*iMatrix Multimedia Slide Show

*Natureshift website

*Collaborative Projects

*Lesson Plan format and rubric

Software Evaluation Off Contract Day - Various software packages were demonstrated and teachers discovered which ones they wanted to use in their classrooms.

Number of school staff participants: 59

Professional development contact hours: 4

Professional development number of days: 2

§ Activity V. (PD) Coaching/Mentoring - Creighton

Activity Description: Working with teachers on planning lessons, modeling for teachers, co-teaching, or supporting them in the classroom with the use of technology in an integrated manner. Assist a teacher with a technology skill on an individual basis as needed. TMTs coached/mentored both PV and Non-PV teachers.

Number of school staff participants: 171
Professional development contact hours: 1
Professional development number of days: 100

§ Activity VI. (PD) Dysart Integration Workshop - Creighton

Activity Description: Creighton Project Venture groups was requested to conduct a 4-day Technology Integration workshop at Dysart School District on 6/4 -6/7/01. Four PV TMTs and the Project Director facilitated the four days. The following was presented:

Basic Internet Searching and Safety

Copyright issues

Integration strategies

Lesson planning

Number of school staff participants: 14
Professional development contact hours: 32
Professional development number of days: 4

§ Activity VII. (PD) Level I Technology Training - Kyrene

Activity Description: The following Level 1 classes were offered:

Beginning Computer Survival

This course will introduce staff to the following:

*various drives and saving procedures

*accessing their H drive

*beginning internet search skills

*beginning email

*accessing email over the Internet"

Inspiration

Introduction to Inspiration. Skill based hands-on instruction to learn how to use the program as well as integration ideas. Participants will leave with a finished template to utilize in instruction.

Inspiration I Introduction to Inspiration. Participants will learn the skills necessary to utilize the program as well as integration ideas for use within the classroom setting. Participants will leave with a completed template to utilize in instruction.

Kidspiration I This course will introduce participants to the new program on the Kyrene toolkit called Kidspiration. Integration strategies will be addressed for elementary grades.

Basic Windows 2000

Number of school staff participants: 58
Professional development contact hours: 3
Professional development number of days: 5

§ Activity VIII. (PD) Level III Technology Training - Kyrene

Activity Description: The following Level III classes were offered:

Front Page

Front Page I

FrontPage2

Kid Pix 3

Kid Pix 3

Kidspiration

Using Microsoft Photo Draw

Using PhotoDraw 1

Front Page Part 1: Introduction to Designing and Publishing a Web Page: Multiple Trainings to Multiple School Sites (2 hrs)

Front Page Support Groups: Open Lab with Assistance

Number of school staff participants: 120

Professional development contact hours: 3

Professional development number of days: 9

§ Activity IX. (PD) Level III Technology Training - Kyrene

Activity Description: Project Venture Retreat

Project Venture teachers were able to participate in a full day Project Venture Retreat on March 6th or 7th. The focus of the retreat was on action research, grade level sharing, and digital video production using iMovie or Final Cut Pro.

Encarta Class Server Training-18

Riverdeep Logal Math Software Training-30

Riverdeep: 6th Grade Teacher Training on Destination Math Series-24

Number of school staff participants: 118

Professional development contact hours: 8

Professional development number of days: 2

§ Activity X. (PD) Level III Technology Training - Kyrene

Activity Description: The following Level III classes were offered:

Integrating Technology Into Art

This fifteen hour course enabled teachers to create integrated art and technology lesson plans utilizing the PV Lesson Plan template. Many samples of integration ideas were included in this course.

Number of school staff participants: 7

Professional development contact hours: 8

Professional development number of days: 2

§ Activity XI. (PD) Level IV Technology Training - Kyrene

Activity Description: The following Level IV classes were offered:

Riverdeep Train the Trainer-8 contact hours

Encarta Class Server, Training 2

PASCO Probeware Training

Plus Other Classes in Ed Care Database

Number of school staff participants: 16

Professional development contact hours: 8

§ Activity XII. (PD) Mentoring/Coaching - Kyrene

*Activity Description: The Kyrene Project Venture TMTs (2 paid for by Project Venture and two in kind positions paid for by Kyrene School District), spend a considerable amount of time mentoring and coaching designated Project Venture and non-Project Venture teachers in the following areas: appropriate technology integration, teaching to standards, aligning and creating assessments to evaluate students' growth, effective facilitation strategies to help create a student centered classroom, and classroom management strategies to use with the implementation of the classroom mini lab. 160 days * 4 hours per day = 640 contact hours per trainer 640 hours per trainer* 4 trainers= Grand total of 2,560 hours of mentoring and coaching.*

Number of school staff participants: 58

Professional development contact hours: 1

Professional development number of days: 160

§ Activity XIII. (PD) Intel Teach to the Future Training - Kyrene

Activity Description: Intel Teach to the Future Trainings are conducted throughout the year by 5 master teacher trainers. The focus of these trainings are on applying technology tools to enhance student learning so that students can be contributing members of the 21st century. There have been five classes taught this year with 100 teachers trained to integrate technology into the curriculum.

Number of school staff participants: 100

Professional development contact hours: 45

Professional development number of days: 10

§ Activity XIV. (PD) Level III Technology Training - Maricopa

Activity Description: Beginning PowerPoint (Level 3)

Teachers learned how to use PowerPoint as a teaching and learning tool. The focus was on teachers using slide shows to present information to a class and review material; and as a presentation tool for students to share the results of their research on a topic.

Intermediate Excel (Level 3)

Teachers learned how to use Excel spreadsheets for record keeping and classroom management; and as teaching and learning tools. Each teacher created a class list, and modified it to meet specific needs. Teachers adapted spreadsheet and graph activities to meet their grade-level curriculum.

Technology Integration (Level 3)

Teachers learned how to use Microsoft Office as a teaching and learning tools. Each teacher used the tools to publish classroom management procedures relating to technology and to create a technology-based curriculum unit.

Number of school staff participants: 8

Professional development contact hours: 6

Professional development number of days: 4

§ Activity XV. (PD) Level III Technology Integration - Maricopa

Activity Description: Teachers learned how to use Microsoft Office as a teaching and learning tools. Each teacher used the tools to publish classroom management procedures relating to technology and to create a technology-based curriculum unit.

Number of school staff participants: 8

Professional development contact hours: 8

Professional development number of days: 5

§ Activity XVI. (PD) Coaching/Mentoring Teachers - Maricopa

Activity Description: The Project Venture Director presented Project Venture's professional development model at the ASSBO/ADE Technology Conference to more than 185 participants from around the state. Five PV consortium members participated as either round table facilitators or recorders as participants discussed key questions on 4/26/02. The focus of the conference was on how to implement Arizona's new Application Service Provider (ASP) in conjunction with Cox Educations Network.

Project Venture Teacher Mentoring, Level 1 (aver 2 hr.) Working with Project Venture Teachers to plan lessons, collaborate, model teach a lesson.

Project Venture Teacher Mentoring, Level 2 (aver 2 hr.) Planning, with an emphasis on

technology integration; teaching technology-based lessons, with the teacher observing and learning; working with students on lessons and activities begun by the teacher.

Coaching/Mentoring non-Project Venture Teachers, Level 2 (aver 1 hr.) Mentors work with non-Project Venture teachers who are interested in integrating technology. This is a good opportunity for the teacher to decide on becoming a Project Venture teacher, and for the mentor to evaluate the teacher as a Project Venture candidate.

Project Venture Teacher Mentoring, Level 3 (aver 2 hr.) Supporting teachers who have reached a high level of technology integration in the classroom; discussing future goals, areas of strength, and the needs of other teachers in the school. Teachers at this level are ready to assume a broader leadership role at the school and are encouraged to participate actively in educational technology issues.

Project Venture Teacher Mentoring, Level 4 (aver 3 hr.) Teachers at this level are ready to assume a broader leadership role at the school and are encouraged to participate actively in educational technology issues. Several teachers in the small schools have prepared and delivered training sessions at their own schools sites and at regional Technology conferences. These teachers are also active participants in their school's Technology Committee, or active in forming and maintaining a committee if one did not already exist. The Mentor works with these teachers to evaluate the school's technology infrastructure, procedures and policies; to review the school's Technology Plan; and to align Technology Standards to the grade-level curriculum.

Number of school staff participants: 35

Professional development contact hours: 2

Professional development number of days: 22

§ Activity XVII. (PD) Level III Technology Training - Tempe Elem.

Activity Description: The following Level III classes were offered:

Intermediate Power Point

Reading and Technology Integration-Gr. 1&2

Inspiration Integration

Writing/Technology Integration Grade 3

Using Technology in Grades 1-2 Writing Instruction

Using Technology to Support Instruction in Writing 4-5

Using Technology to Support Reading Instruction 4/5

Reading and Technology Integration Grade 1,2, 3

Accelerated Reader Basics

Advanced Accelerated Reader

Intermediate Power Point

Writing/Technology Integration Grade 3

Using Technology in Grades 1-2 Writing Instruction

Using Technology to Support Instruction in Writing 4-5

Using Technology to Support Reading 4/5

Alliance for Teacher Excellence

A workshop to follow up the Summer Institute, reinforce skills learned, review projects, and share best practices.

Number of school staff participants: 187

Professional development contact hours: 2

Professional development number of days: 16

§ Activity XVIII. (PD) Level III Technology Training - Tempe Elem.

Activity Description: The following Level III technology classes were offered:

Alliance for Teacher Excellence

An intensive, two week institute, designed to assist teachers in the integration of technology into instruction by developing a replicable unit and creating a presentation to share the plan with a local audience. (35 hours total)

Project Venture Teacher Workshop

As Project Venture teachers return for the new school year, this workshop brings an opportunity for them to become acquainted with new software and reacquaint themselves with existing programs. Time is also given to explore and plan new projects.

New Project Venture Teacher Workshop

New Project Venture teachers are given the opportunity in this workshop to view their new software and learn more about the Project Venture program to help them get a head start on lesson and project planning for their upcoming school year.

Internet GOLD for Parents

Classroom Video Basics

Accelerated Reader Basics

Inspiration Integration

Number of school staff participants: 87

Professional development contact hours: 7

Professional development number of days: 16

§ Activity XIX. (PD) Monthly PV Teacher Training - Tempe Elem.

Activity Description: Project Venture teachers and mentors met as a group each month. At each meeting successful classrooms gave presentations, new software was introduced or a new skill taught, and teachers shared best practices and insights.

Number of school staff participants: 22

Professional development contact hours: 2

Professional development number of days: 7

§ Activity XX. (PD) Project Venture Lesson/Unit Development - Tempe Elem.

Activity Description: Project Venture teachers met with their Technology Mentor Teacher to develop integrated lessons or units. We provided a sub day for many of our teachers so that they could spend "quality time" with their mentor as the lesson/unit was written.

Number of school staff participants: 20

Professional development contact hours: 5

Professional development number of days: 20

§ Activity XXI. (PD) Level III Technology Training - Tempe Union

Activity Description: Intel Teach to the Future

Number of school staff participants: 43

Professional development contact hours: 45

Professional development number of days: 10

§ Activity XXII. (PD) Coaching/Mentoring - Tempe Union

Activity Description: Mentoring consisted of helping Project Venture teacher

integrate technology into their classroom. This was accomplished by helping teachers plan, model teach, attending class the day technology lesson was delivered, research of technology in area of interest, and just in time training on peripherals and software. Some of the teachers technology lessons included using inspiration software for mind mapping activities, power point to deliver instruction, having students use power point to deliver presentation, use pinnacle and iMovie for digital video editing, creating .pdf to post documents to websites, FrontPage as a web page development tool, publisher as a web development tool, WebCT to create class website, use quia.com website for students activities and games, use of Smartboard to deliver instruction, use of goggle.net for e-pals, use of video conferencing to encourage collaboration, and use of Mimio to capture class notes taken on board. Activities also included offering instructional design assistance to all Project Venture teachers as they developed technology-integrated lesson plans for ultimate publication on the Project Venture website. Once the lesson plans were developed, the trainer evaluated them (against a Project Venture rubric) and then met with each lesson plan developer to review the lesson plan and discuss any necessary modifications.

Number of school staff participants: 47

Professional development contact hours: 1

Professional development number of days: 170

§ Activity XXIII. (PD) Project Venture Teacher Forum - Tempe Union

Activity Description: The Project Venture Teacher Forums consisted of two meetings. In these forums we provided teachers with the opportunity to share ideas, provided software and peripheral training, and updated them on what data needed to be collected for the grant.

Number of school staff participants: 40

Professional development contact hours: 5

Professional development number of days: 2

§ Activity XXIV. Project Venture Advisory Team - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group meet for three hours to make decisions and guide the progress of the project. At least one person from each consortium group attends and some send two people. The following are the dates and major topics for the year:

August 17, 2001 – Creighton SD Office

Received Project Venture Events/Updates and 2001-2002 budget information

Received update on 3rd year evaluation report

Reviewed request for supplement funds

Discussed the interim grant review on October, 12 in Washington, DC

Discussed TMT meetings and retreat in September

September 7, 2001 – Maricopa County Offices

Received Project Venture Events/Updates and 2001-2002 revised budget information

Reviewed and discussed results of supplementary funding

Received direction on reviewing 3rd year draft evaluation report

Discussed the interim grant review questions

Discussed and made assignments for Project Venture Retreat (Supplement Funds)

Discussed new TMT Orientation

October 5, 2001, Tempe Elementary SD Office

Received Project Venture Events/Updates and 2001-2002 revised budget information

Began planning for 4th year Evaluation Activities
Discussed key elements of the interim grant review
Discussed and evaluated Project Venture Retreat
Discussed new TMT Orientation

November 2, 2001 – Tempe Union HSD Office
Received and discussed interim grant review experience
Met Scott Thompson, ADE, and received update on state block grants
Received Project Venture Events/Updates
Received and discussed district level evaluation data and 4th year evaluation activities
Reviewed Online Evaluation data collection and procedures
Discussed lesson plans and 2nd and 3rd PV teacher requirements

December 7, 2001 – Dr. Dee Spencer's home
Received Project Venture/Events updates
Received and discussed 4th year evaluation activities
Reviewed Online Evaluation data collection and TICG data portion
Reached consensus on a technology book for a study book
Discussed lesson plans and 2nd and 3rd PV teacher requirements
Enjoyed each other and to further strengthen the cohesiveness of the consortium

February 8, 2002 – Kyrene SD Office
Received Project Venture Events/Updates
Discussed budget information
Received update on 4th year evaluation and reviewed 3rd Year recommendations
Evaluated new TMT Online Time Report
Received update on lesson plan posting
Discussed Interim Review Summary
Reviewed TICG Database templates and spreadsheets
Reached consensus on NatureShift partnership

March 1, 2002, Creighton SD Office
Received Project Venture Events/Updates
Discussed budget information
Received update on 4th year evaluation and discussed and reached consensus on Action Research Project
Evaluated Book Study
Reviewed TICG Database templates and spreadsheets requirements
Discussed TMT Meetings for April and May
Reached consensus on May 10th evening event

April 12, 2002, Tempe Elementary SD Office
Received Project Venture Events/Updates
Received update on 4th year evaluation and discussed
Reviewed TICG Database responsibilities
Discussed TMT Meetings for April and May
Planned further for Nibbles and Knowledge with Alan November May 10th evening event
Discussed possible partnership with Indian Nation

Received update on Natureshift partnership

May 3, 2002, Maricopa County Offices

Received Project Venture Events/Updates

Received update on 4th year evaluation

Reviewed TICG Database responsibilities

Discussed TMT Meetings for May

Planned further for May 10th evening event with Alan November

§ Activity XXV. State K-12 Technology Framework Steering Committee - Consortium

Activity Description: The Project Venture director and two consortium TMTs have served on the steering committee to develop a state-wide K- 12 Technology Framework representing teachers and districts. This document has become the foundation for the Arizona's Technology Plan.

§ Activity XXVI. Participated in Interim Grant Review in Washington, DC - Consortium

Activity Description: The Project Venture Advisory team spent many hours preparing for the mid-grant review on October 12, 2001 in Washington, DC. The purpose of the review was to present the progress of the goals of our project to a peer review panel. During the preparation time, the consortium was able to solidify the significance of our project. The self-reflection was extremely beneficial. The Project Venture Director, Creighton Asst. Superintendent, the External Program Specialist attended in person and the external evaluator and PV TMT participated via telephone.

§ Activity XXVII. Partnership with Natureshift TICG Project - Consortium

Activity Description: Project Venture has partnered with the Natureshift TICG project in North Dakota. Our PV TMTs are working with teachers who are reviewing the website and field testing lesson plans. One PV TMT is Arizona Ambassador to Natureshift and went to North Dakota in January 2002 for training.

§ Activity XXVIII. PV TMT Meetings - Creighton

Activity Description: Creighton PV TMTs spend four days on a school site and then one day, Friday, at the district. In order to fully implement the goals of the grant and to participate in PV consortium activities, Friday's are reserved for all Project Venture TOAs to attend training and meetings. The following are the items that have been accomplished as a result of the Friday meetings:

- Received updates on consortium activities and new opportunities
- Planned quarterly PV Meetings
- Planned and designed district-wide technology integration workshop
- Implemented the Learner's Online monthly publication.
- Planned off contract training days – November 2001 and March 2002
- Helped prepare for mid-grant review
- Received additional Glencoe training and learned ways to support teachers to use it.
- Reviewed 3rd Evaluation report and agreed to make necessary changes
- Began work on a new technology curriculum
- Prepared to review new lesson plans and revised Lesson Plan rubric
- Participated in two-day PV Retreat in Carefree
- Reviewed TMT Time Reporting methods and made suggestions for changes
- Prepared for many conference presentations
- Attended training on Dreamweaver, iMatrix, Collaborative Projects

- Emphasized the use of iMovie and new digital cameras
- Supported evaluation data collection process
- Planned and presented technology integration workshops for Pendergast School District
- Supported the district's Social Studies adoption process
- Participated in Super Team meetings and activities
- Revised PV Application Process, interview questions and timeline
- Began documenting the PV coaching/mentoring process
- Received training on new video streaming resources from ASSET
- Prepared for the Alan November book study session
- Encouraged teachers to use Natureshift website
- Spent 7 day brainstorming ideas for new Ed Tech Funds and for new district technology plan
- Participated in Technology Planning Committee meeting
- Supported ASSBO/ADE Technology conference
- Planned decorations and food for "Nibbles and Knowledge" with Alan November.
- Revised 2nd and 3rd PV Teachers Agreements
- Scored new PV Teachers" portfolios, interviewed potential PV Teachers and selected 32 new PV teachers
- Welcomed new PV Teachers by presenting them with balloons, a welcome certificate and a PV pin in their classrooms.
- Planned for New Teacher Orientation and made staffing plans for July 22-24, 2002

§ Activity XXIX. Project Venture Application Informational Meetings - Creighton

Activity Description: Project Venture Application Informational Meetings were held at all nine schools in Creighton. More than 70 teachers showed interest in the application process. 33 applications were turned in and 32 new PV teachers were accepted.

§ Activity XXX. District/School Technology Plan - Creighton

Activity Description: The Project Director and all PV TMTs are actively involved in writing a new 5-year technology plan for the district and several support local planning as follows:

Technology Committee -Papago school

The committee met several times throughout the school year to determine hardware and software purchases needed for the school as well as meeting to determine appropriate lab setup for teacher accessibility. Recommendations were given to the administration regarding purchasing based on the group decisions.

Squaw Peak Technology Committee

The PV TMT has met several times throughout the year with this committee, as well as did independent activity, in order to help make purchasing decisions regarding technology (hardware and software), and formulating both a long-term and short-term technology plan for this campus. One of the components that we decided about it deals with professional development for teachers at Squaw Peak and how that will happen next year. This committee determined a specific training goal and a plan was formulated.

§ Activity 31. Social Studies Materials Adoption - Creighton

Activity Description: Two PV TMTs participated in evaluating and selecting Social Studies Materials.

§ Activity 32. Reviewed PV Applications and Conducted Interviews - Creighton

Activity Description: The Director and all TMTs reviewed 33 portfolios and

interviewed 27 potential teachers. 32 new Project Venture teachers were accepted.

§ Activity 33. Reviewing PV Lesson Plans- Creighton

Activity Description: Every PV teacher is required to create on lesson plan per year. Each TMT is responsible for reviewing each lesson plan using the PV Lesson Plan Rubric. The TMT will work with the PV teacher on any area needing improvement. More than 90 lesson plans are expected this year.

§ Activity 34. TMT Shadowing - Creighton

Activity Description: Three school districts have sent their technology trainers to "shadow" Creighton TMTs for several full days. The districts wanted their trainers to see how a "site based" coaching/mentoring model worked.

§ Activity 35. Super Team Meetings - Creighton

Activity Description: The PV TMTs meet bi-monthly with the other Creighton staff TOAs (Teachers on Assignment) for the purpose of aligning training efforts. PV TMTs share online resources and make suggestions for technology integration in all curricular areas.

§ Activity 36. Weekly TMT meetings - Kyrene

Activity Description: Project Venture Technology Mentor Teachers met on a weekly basis to guide the implementation of Project Venture in the Kyrene School District. The content of the meetings included:

- *Planned and scheduled district-wide technology trainings
- *Created and prepared technology staff development trainings
- *Discussed roll out and implementation of pilot programs (Encarta, Riverdeep, Blackboard, ASP)*Planned Project Venture meetings
- *Design instruments for data collection *Discussed mentoring and coaching strategies for use with teachers
- *Planned PV application process; Reviewed application materials
- *Planned Project Venture all day retreat for Spring, 2002
- *Discussed information presented at Project Venture Advisory Board Meetings
- *Prepared presentations *Discussed content of Kyrene Project Venture website
- *Ordered materials, hardware, and software for district and special projects
- *Revised Kyrene technology curriculum to align with new state technology standards
- *Shared pertinent information from other district/state meetings attended
- *Discussed Intel Teach to the Future Program
- *Revised Acceptable Use Policy for Kyrene students, teachers, and administrators
- *Evaluated Project Venture lesson plans using the Project Venture rubric
- *Map out plan for deployment of equipment
- *Shared classroom integration, troubleshooting, and application software integration strategies

§ Activity 37. Information Systems Team Meetings: -Kyrene

Activity Description: User Support, Network, Data Processing Technology Mentor teachers met regularly with the user support group, data processing group, and network group. There was a representative from the educational technology group present at most meetings to discuss departmental issues and to keep abreast of changes and issues regarding their role in the district. These various team met regularly to discuss pilot projects in Kyrene (Riverdeep, Encarta Class Server, ASP, Blackboard), network issues, user support at sites, issues that sites had regarding technology, new student system, curriculum management issues, web page design and requirements, School Facilities Board, teacher training, hardware deployment, software image and new software on the Kyrene toolkit, as well as other important issues

§ Activity 38. Intel Teach to the Future Monthly Meeting - Kyrene

Activity Description: A representative from our department, Jan Dixon, a Kyrene Technology Mentor Teacher met monthly with Intel Teach to the Future trainers to discuss issues pertinent to the Intel Teach to the Future trainings that they conduct throughout the year.

§ Activity 39. Conferences, Workshops, and Trainings for Project Venture Technology Mentor Teachers - Kyrene

Activity Description: One or more of the Technology Mentor Teachers attended the following:

Riverdeep's Train the Trainers Program, June 2001

Online facilitator training for Asset's My Compass Professional Development Program, June-July 2001

Summer Technology Trainings through Tempe Union High School District, June 2001

Stiggins Assessment Institute, July 2001 Encarta's Train the Trainer Program, Fall

2001 Microsoft Experience Learning Tour (XP), September 2001

Internet and Schools Conference, September 2001

State Facilities Board: ASP Presentation, September 2001

Imovie and Final Cut Pro Training, September 2001

Project Venture Mid-grant Review, Washington, DC October 2001 (TMT and evaluator teleconferenced with reviewers in Washington DC while other team members flew to Washington, DC.)

AZ Science Teacher's Convention, October 2001

Intel Odyssey, October 2001

Palm Pilot Training, November 2001

IPAQ Training, December 2002

Steven Covey Workshop, January 2002

AzTEA Workshop: K-12 Institute, Patty Horn

Microsoft Connected Learning Community Technology Summit: February 2002

MEC Conference (ASU's Microcomputers in Education Conference), March 2002

Blackboard Conference, Phoenix, AZ, March 2002

AERA, April 2002

Alan November's Nibbles and Knowledge Workshop, May 2002

WOW Way Out West Conference, May 2002

NECC (National Educational Computing Conference), June 2002

§ Activity 40. Arizona K-12 Center's Leadership Institutes for Technology (LIT)-Kyrene

Activity Description: The four Technology Mentor Teachers (TMTs) helped train Arizona superintendents and principals in the use of hand held technology devices and general technology skills over a period of six days in May and June 2002. This was part of the Bill and Melinda Gates Foundation Grant.

§ Activity 41. Site Visits to Project Venture Demonstration Classrooms-Kyrene

Activity Description: Project Venture Technology Mentor Trainers scheduled and facilitated school visits to observe master teachers integrating technology into the curriculum. Administrators and teachers from other districts as well as within the Kyrene School District observed these demonstration classrooms.

§ Activity 42. Collaboration Between Peoria School District and Kyrene School District-Kyrene

Activity Description: The Peoria School District and Kyrene School District are collaborating on the piloting and implementation of Blackboard, an e-learning environment. Sessions included discussion pertaining to implementation, network issues, server issues, and piloting strategies for successful implementation of Blackboard with teachers and students. For more information on this product, you can go to www.blackboard.com.

§ Activity 43. Media Specialists' Meeting - Kyrene

Activity Description: Members of the Department of Information Systems and the Media Specialists meet two to three hours at a monthly Media Specialists' Meeting. The Media Specialists are technology leaders at their site. Currently we have 5 Media Specialists who are Project Venture teachers. A portion of each meeting is devoted to technology. This is the time when members of the Department of Information Systems update media specialists about current issues surrounding the network, user support, data processing, and educational technology.

§ Activity 44. Project Venture Meetings and Conference Attendance-Kyrene

Activity Description: With feedback we received last year, we have limited the number of meetings for Project Venture teachers. Many of the 58 teachers that are currently Project Venture teachers are early adopters of most initiatives and programs in the Kyrene School District. Therefore, their time after school is limited. We have had Project Venture meetings as a whole group and by individual grade levels or by site. We have discussed the following items at meetings: *Requirements for first, second, and third year PV teachers

*Lesson/unit plans and rubric

*Videotapes and self-reflections

*How mentors can support PV teachers

*Equipment roll out

*Troubleshooting

*Wants/needs of PV teachers

*Conference attendance: each PV teacher was able to attend the AzTEA Technology Conference in Tucson for free.

In addition, some PV teachers requested additional funds to attend specific national technology conferences with the intent of sharing this new information at site and/or district meetings.

*Migration from public drive to a teams drive on the network

*Pilot programs in the district

*Technology assessments

*Grant requirement (lesson plans/units, observations by evaluator, trainings)*Demonstration classroom visits

*Announcements

In addition, each Project Venture teacher had the opportunity to participate in a Project Venture Retreat. There were two different days to choose from. The Department of Information Systems paid for these teachers to obtain a substitute for the day. The retreat centered around action research, learning the iMovie software package and creating an end product video, and learning Final Cut Pro.

§ Activity 45. Activities with District Superintendents - Maricopa

Activity Description: The Maricopa County Small Schools Consortium provides educational services to 12 independent rural school districts in Maricopa County, with a total of 13 school sites.

The Project Venture staff worked closely with the Superintendent of each district to:

- *Evaluate technology training needs
- *Develop a training schedule for all school staff
- *Support school-site Technology Committees
- *Establish technology Acceptable Use Policies
- *Write or revise school Technology Plans
- *Align the Arizona Technology Standards to grade-level curriculum outcomes
- *Review networking and infrastructure options *Apply for technology grant funds

§ Activity 46. Technology Standards Alignment - Maricopa

Activity Description: With the help of one of the Project Venture Technology Mentors, teachers at one of the Districts aligned the Arizona Technology Standards to grade-level curriculum outcomes. This will be shared with the other 11 districts, which do not yet have any grade-level outcomes for Technology.

§ Activity 47. Working with Classroom Teachers - Maricopa

Activity Description: Spending time with (non Project Venture)classroom teachers to help them plan activities that integrate technology into their classes. A Kindergarten teacher used her limited prep time to learn how to use a digital camera. She then used her new knowledge to teach her students how to improve their communication skills.

Lessons were designed by a fourth grade teacher with guidance from a Project Venture TMT on an effective way to use the Internet to integrate technology into the language arts curriculum. “Launch pages” were created in Word to ensure that the students were directed to the correct Internet site without getting off task. This activity, along with subsequent follow-ups helped increase the teacher’s confidence in using the computer lab with her class. It also decreased her anxiety about having them “surf” the Web. Teachers are beginning to view technology as tools to achieving an objective rather than something additional that needs to be taught.

§ Activity 48. Technology Curriculum Development - Tempe Elem.

Activity Description: The TD3 Ed Tech Team and our Technology Liaison group has continued work on the development of our integrated technology curriculum matched to ISTE and the latest Arizona Technology Standards. During Spring 2002 a middle school curriculum development team started intense work on developing a document that includes recommended instructional and assessment strategies, resources, and curriculum connections. During this process, a number of resources will be developed or purchased to support the implementation of the new technology curriculum, and to provide useful tools for instruction and assessment. Work on the K-5 curriculum also began in Spring 2002 and will continue during the summer.

§ Activity 49. Educational Technology Team Meetings - Tempe Elem.

Activity Description: The Tempe School District #3 Educational Technology Team meets regularly to plan for meetings, develop curriculum, make purchasing decisions, discuss educational and technological issues, select Project Venture teachers, and formulate strategies for educational technology implementation. 20 meetings, average 3 hours each.

§ Activity 50. Lab Assistant Meetings - Tempe Elem.

Activity Description: A total of four 2-hour Lab Assistant meetings were held during the 2001-2002 school year. Management, technical, and instructional issues were addressed during these meetings, and some training took place. These meetings also helped to strengthen communication between lab assistants at various schools.

§ Activity 51. Technology Liaison Meetings - Tempe Elem.

Activity Description: A total of seven 2-hour Technology Liaison meetings were held during the 2001-2002 school year. In Tempe, the Liaison group is responsible for communication between the Educational Technology/Technology Support groups and the schools, and provides a number of support services to their own schools. Liaisons are classroom teachers who have a full teaching schedule plus additional Tech Liaison responsibilities. Though some time in the meeting is devoted to business and communication matters, the agenda always includes demonstrations, hands-on activities, discussion groups or other learning activities.

§ Activity 52. Technology Plan Development - Tempe Elem.

Activity Description: During Spring 2002, a technology planning committee consisting of district employees from a number of departments and community and parent volunteers met to formulate goals and objectives for our new 3-year technology plan.

§ Activity 53. Alan November - Tempe Union

Activity Description: Alan November met with district administrators and discussed what part technology plays in today's schools. The group discussed how technology can be used to make students information literate, develop relationships, and create fearless learners, if implemented correctly.

‡ Goal III. Evaluation Protocol

Goal Description: Develop and implement an ongoing evaluation protocol that assists with project refinement and implementation, and ensures sustainability and replication by the end of the project. Formative evaluation will occur during Year One through Four. At the end of Year Five, produce a summative evaluation that will be submitted to governing boards, participating districts and the Arizona Department of Ed. to demonstrate that Project Venture can be implemented, refined, sustained, and replicated.

† Objective I. Formative Evaluation

Objective Description: Create and manage an evaluation plan with scheduled data collection tasks and timelines to act as a guide to the consortium leadership to make decisions and changes as needed. The evaluation plan has been structured to provide for regular contact between the evaluation team, project administrators and personnel, and classroom teachers in order to assess the project completely. Also, begin to plan towards the summative evaluation.

Objective Progress: Despite the turnover of the PV director and hiring of the project's third evaluator during year 3, Year 4 has been one of stability and refinement. Lead Evaluator, Dr. Dee Ann Spencer, has become an important part of the project. She has brought a sense of confidence that Goal 3 is feasible and at the end of the project there will be an evaluation protocol for others to replicate.

The revised research design not only encompasses key components of the original intents and purpose of the project and project evaluation, it also includes other data sources intended to provide the project members with additional information on which to base their decisions and plans for the continuation of the project through its future years. Of particular importance to the project members was the inclusion of far more qualitative data sources than had been the case. The evaluation continues to address

progress toward the goals and objectives of the project and uses the original Logic Map as a guideline to assess this progress. Year 3 was a year of formalizing the evaluation process. The 3rd year evaluation report guided many of the actions the consortium members during the Year 4.

Year 4 continued to build upon the revised evaluation protocol created after Dr. Spencer was hired. She began data collection much earlier this year than the previous year and also added an ethnographic study of the TMTs, which will help us document our coaching/mentoring our model. Also, the entire data collection website, maintained by the ASUs EdCare Lab under the direction of Dr. Marilyn Thompson, was revised during Year 4. The URL is <http://research.ed.asu.edu/pv/>. The most significant change was simplifying the TMT Time Report. It is easier to use and there is more consensus among PV TMTs about which activities belonged in what category. In Year 2, needed changes were slow to happen on the Ed Care website; however, an open communication channel now exists between the external evaluator, the project director and the consortium members. Any change requested is completed within 48 hours. Another significant change was the addition of some of the TICG performance database information. Once a district taught a class, the trainer recorded the number of participants, the number of contact hours and how many days it was held. It made the data collection of the professional development activities much easier to complete. A few changes will be made next year to improve the interface of reporting the data.

Achieving Goal 3 is truly becoming a reality. A highly reliable classroom observation instrument was developed and used to observe more than 80 teachers. A teacher telephone interview was administered to another 75 teachers. More than 200 students were included in focus groups and administrators were interviewed. Data gathered from the students and administrators will be compared to the data collected from the teachers and conclusions will be reached. We are confident that a sound evaluation protocol will emerge, by the end of the grant, which can be used by other districts to evaluate the effectiveness of the professional development efforts toward technology integration. The Project Director, the external evaluator and a PV TMT will present at on Project Venture's evaluation protocol at NECC 2002 in San Antonio, Texas.

The following evaluation instruments are being used:

Technology Skill Self-Evaluation
Technology Mentor Teacher Time Report
Training Course Evaluation
Teacher Telephone Interview Questions (New Year 3)
Technology Mentor Teacher Focus Group Interview Questions (Revised from Year 2)
Classroom Observation Instrument (Greatly revised from Year 2)
Student Focus Group Interview Questions (New Year 3.)
Ethnographic Accounts of Project Venture Teachers' Classes (New Year 3.)
Ethnographic Accounts of Project Venture Technology Mentor Teacher activities (New Year 4)
Case Studies of Project Venture Rural Schools (New Year 3)
Teachers' Portfolios of Project Venture Activities

§ Activity I. (PD) TMT Training - Consortium

Activity Description: September 28-29, 2002 – Carefree Inn Resort
Project Venture Technology Mentor Teacher Digital Video Training/Retreat. Apple Computer did a 2-day training on using iMovie and instructions on using the new digital cameras.

October 19, 2001 – ASSET Office in Tempe
Dreamweaver web development training using new Apple notebooks received with supplemental funds.

November 16, 2002 – Excelencia School, Creighton SD
Reviewed new PV Data Collection Website and trained how to use it
Shared coaching/mentoring techniques and teaching tips among 5 consortium groups

December 7, 2001 - Metro Tech High School
Surweb iMatrix Training in conjunction with Global Connections/Phoenix Union High School District

January 18, 2002 – Manitas, Kyrene SD
Collaborative online projects by Savvy Cyber trainer Jill Dingman.

February 15, 2002 – Kyrene District Office
Conducted an in-depth review of Alan November's book, "Empowering Students with Technology" and reviewed the Natureshift website and decided to partner with them.

April 19, 2002 – Excelencia, Creighton SD
Conducted focus groups for external evaluator
Reviewed and edited the beginning work on the Coaching/Mentoring document that will be a product produced and disseminated by our project.

May 10, 2002 – Tempe Elementary District Office
Informal discussion with Alan November with TMTs about challenges they face and strategies to help teachers integrate.

Number of school staff participants: 20

Professional development contact hours: 7

Professional development number of days: 8

§ Activity II. (PD) Coaching/One-on-One Support for PV Teachers - Tempe Elem.

Activity Description: One of the most important aspects of our educational technology program is to provide direct, one-on-one support and training of Project Venture Technology Teachers as they implement integrated technology activities within their classrooms. This support is given by Technology Mentor Teachers, who coach, mentor, co-teach, and provide "just-in-time" help for educational and technical issues.

30 participants, each visited 30 times (days), Average visit 1 hour, average number of hours per teacher is 30 hours.

Average visit is 1 hour, but could range anywhere from 10 minutes to three hours)

During the 2001-2002 school year, Technology Mentor Teachers provided approximately 900 hours of coaching/one-on-one support to Project Venture Teachers.

Number of school staff participants: 20

Professional development contact hours: 1

Professional development number of days: 30

§ Activity III. Project Venture Advisory Team - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group meet for three hours to make decisions and guide the progress of the project. At least one person from each consortium group attends and some send two people. The following are the dates and major topics for the year:

August 17, 2001 – Creighton SD Office

Received Project Venture Events/Updates and 2001-2002 budget information

Received update on 3rd year evaluation report

Reviewed request for supplement funds

Discussed the interim grant review on October, 12 in Washington, DC

Discussed TMT meetings and retreat in September

September 7, 2001 – Maricopa County Offices

Received Project Venture Events/Updates and 2001-2002 revised budget information

Reviewed and discussed results of supplementary funding

Received direction on reviewing 3rd year draft evaluation report

Discussed the interim grant review questions

Discussed and made assignments for Project Venture Retreat (Supplement Funds)

Discussed new TMT Orientation

October 5, 2001, Tempe Elementary SD Office

Received Project Venture Events/Updates and 2001-2002 revised budget information

Began planning for 4th year Evaluation Activities

Discussed key elements of the interim grant review

Discussed and evaluated Project Venture Retreat

Discussed new TMT Orientation

November 2, 2001 – Tempe Union HSD Office

Received and discussed interim grant review experience

Met Scott Thompson, ADE, and received update on state block grants

Received Project Venture Events/Updates

Received and discussed district level evaluation data and 4th year evaluation activities

Reviewed Online Evaluation data collection and procedures

Discussed lesson plans and 2nd and 3rd PV teacher requirements

December 7, 2001 – Dr. Dee Spencer's home

Received Project Venture/Events updates

Received and discussed 4th year evaluation activities

Reviewed Online Evaluation data collection and TICG data portion

Reached consensus on a technology book for a study book

Discussed lesson plans and 2nd and 3rd PV teacher requirements

Enjoyed each other and to further strengthen the cohesiveness of the consortium

February 8, 2002 – Kyrene SD Office
Received Project Venture Events/Updates
Discussed budget information
Received update on 4th year evaluation and reviewed 3rd Year recommendations
Evaluated new TMT Online Time Report
Received update on lesson plan posting
Discussed Interim Review Summary
Reviewed TICG Database templates and spreadsheets
Reached consensus on NatureShift partnership

March 1, 2002, Creighton SD Office
Received Project Venture Events/Updates
Discussed budget information
Received update on 4th year evaluation and discussed and reached consensus on Action Research Project
Evaluated Book Study
Reviewed TICG Database templates and spreadsheets requirements
Discussed TMT Meetings for April and May
Reached consensus on May 10th evening event

April 12, 2002, Tempe Elementary SD Office
Received Project Venture Events/Updates
Received update on 4th year evaluation and discussed
Reviewed TICG Database responsibilities
Discussed TMT Meetings for April and May
Planned further for Nibbles and Knowledge with Alan November May 10th evening event
Discussed possible partnership with Indian Nation
Received update on Natureshift partnership

May 3, 2002, Maricopa Country Offices
Received Project Venture Events/Updates
Received update on 4th year evaluation
Reviewed TICG Database responsibilities
Discussed TMT Meetings for May
Planned further for May 10th evening event with Alan November

§ Activity IV. State K-12 Technology Framework Steering Committee - Consortium

Activity Description: The Project Venture director and two consortium TMTs have served on the steering committee to develop a state-wide K- 12 Technology Framework representing teachers and districts. This document has become the foundation for the Arizona's Technology Plan.

§ Activity V. Participated in Interim Grant Review in Washington, DC - Consortium

Activity Description: The Project Venture Advisory team spent many hours preparing for the mid-grant review on October 12, 2001 in Washington, DC. The purpose of the review was to present the progress of the goals of our project to a peer

review panel. During the preparation time, the consortium was able to solidify the significance of our project. The self-reflection was extremely beneficial. The Project Venture Director, Creighton Asst. Superintendent, the External Program Specialist attended in person and the external evaluator and PV TMT participated via telephone.

§ Activity VI. Supported Western Cluster Activities - Consortium

Activity Description: The Project Venture Director and the Tempe Union PV Advisory Team member attended the Western Cluster meeting in September held in Alaska.

The Project Venture Director also attended the Western Cluster meeting in San Diego in March 2002. She is very active in supporting My eDesk, which is a way to preserve the work of the TICGs.

§ Activity VII. PV TMT Meetings - Creighton

Activity Description: Creighton PV TMTs spend four days on a school site and then one day, Friday, at the district. In order to fully implement the goals of the grant and to participate in PV consortium activities, Friday's are reserved for all Project Venture TOAs to attend training and meetings. The following are the items that have been accomplished as a result of the Friday meetings:

- Received updates on consortium activities and new opportunities
- Planned quarterly PV Meetings
- Planned and designed district-wide technology integration workshop
- Implemented the Learner's Online monthly publication.
- Planned off contract training days – November 2001 and March 2002
- Helped prepare for mid-grant review
- Received additional Glencoe training and learned ways to support teachers to use it.
- Reviewed 3rd Evaluation report and agreed to make necessary changes
- Began work on a new technology curriculum
- Prepared to review new lesson plans and revised Lesson Plan rubric
- Participated in two-day PV Retreat in Carefree
- Reviewed TMT Time Reporting methods and made suggestions for changes
- Prepared for many conference presentations
- Attended training on Dreamweaver, iMatrix, Collaborative Projects
- Emphasized the use of iMovie and new digital cameras
- Supported evaluation data collection process
- Planned and presented technology integration workshops for Pendergast School District
- Supported the district's Social Studies adoption process
- Participated in Super Team meetings and activities
- Revised PV Application Process, interview questions and timeline
- Began documenting the PV coaching/mentoring process
- Received training on new video streaming resources from ASSET
- Prepared for the Alan November book study session
- Encouraged teachers to use Natureshift website
- Spent ? day brainstorming ideas for new Ed Tech Funds and for new district technology plan
- Participated in Technology Planning Committee meeting
- Supported ASSBO/ADE Technology conference
- Planned decorations and food for "Nibbles and Knowledge" with Alan November.
- Revised 2nd and 3rd PV Teachers Agreements

- Scored new PV Teachers" portfolios, interviewed potential PV Teachers and selected 32 new PV teachers
- Welcomed new PV Teachers by presenting them with balloons, a welcome certificate and a PV pin in their classrooms.
- Planned for New Teacher Orientation and made staffing plans for July 22-24, 2002

§ Activity VIII. District/School Technology Plan - Creighton

Activity Description: The Project Director and all PV TMTs are actively involved in writing a new 5-year technology plan for the district and several support local planning as follows:

Technology Committee -Papago school

The committee met several times throughout the school year to determine hardware and software purchases needed for the school as well as meeting to determine appropriate lab setup for teacher accessibility. Recommendations were given to the administration regarding purchasing based on the group decisions.

Squaw Peak Technology Committee

The PV TMT has met several times throughout the year with this committee, as well as did independent activity, in order to help make purchasing decisions regarding technology (hardware and software), and formulating both a long-term and short-term technology plan for this campus. One of the components that we decided about it deals with professional development for teachers at Squaw Peak and how that will happen next year. This committee determined a specific training goal and a plan was formulated.

§ Activity IX. PV Teachers Preparing for Mid-grant Review - Creighton

Activity Description: At the first PV Grade Level Meeting, August,2001, all PV teachers brainstormed key questions regarding how Project Venture had impacted their teaching and their students. Many of their comments were embedded in the mid-grant review presentation.

§ Activity X. Weekly TMT meetings - Kyrene

Activity Description: Project Venture Technology Mentor Teachers met on a weekly basis to guide the implementation of Project Venture in the Kyrene School District.

The content of the meetings included:

- *Planned and scheduled district-wide technology trainings
- *Created and prepared technology staff development trainings
- *Discussed roll out and implementation of pilot programs (Encarta, Riverdeep, Blackboard, ASP)*Planned Project Venture meetings
- *Design instruments for data collection *Discussed mentoring and coaching strategies for use with teachers
- *Planned PV application process; Reviewed application materials
- *Planned Project Venture all day retreat for Spring, 2002
- *Discussed information presented at Project Venture Advisory Board Meetings
- *Prepared presentations *Discussed content of Kyrene Project Venture website
- *Ordered materials, hardware, and software for district and special projects
- *Revised Kyrene technology curriculum to align with new state technology standards
- *Shared pertinent information from other district/state meetings attended
- *Discussed Intel Teach to the Future Program

- *Revised Acceptable Use Policy for Kyrene students, teachers, and administrators
- *Evaluated Project Venture lesson plans using the Project Venture rubric
- *Map out plan for deployment of equipment
- *Shared classroom integration, troubleshooting, and application software integration strategies

§ Activity XI. Conferences, Workshops, and Trainings for Project Venture Technology Mentor Teachers - Kyrene

Activity Description: One or more of the Technology Mentor Teachers attended the following:

- Riverdeep's Train the Trainers Program, June 2001
- Online facilitator training for Asset's My Compass Professional Development Program, June-July 2001
- Summer Technology Trainings through Tempe Union High School District, June 2001
- Stiggins Assessment Institute, July 2001 Encarta's Train the Trainer Program, Fall 2001
- Microsoft Experience Learning Tour (XP), September 2001
- Internet and Schools Conference, September 2001
- State Facilities Board: ASP Presentation, September 2001
- Imovie and Final Cut Pro Training, September 2001
- Project Venture Mid-grant Review, Washington, DC October 2001 (TMT and evaluator teleconferenced with reviewers in Washington DC while other team members flew to Washington, DC.)
- AZ Science Teacher's Convention, October 2001
- Intel Odyssey, October 2001
- Palm Pilot Training, November 2001
- IPAQ Training, December 2002
- Steven Covey Workshop, January 2002
- AzTEA Workshop: K-12 Institute, Patty Horn
- Microsoft Connected Learning Community Technology Summit: February 2002
- MEC Conference (ASU's Microcomputers in Education Conference), March 2002
- Blackboard Conference, Phoenix, AZ, March 2002
- AERA, April 2002
- Alan November's Nibbles and Knowledge Workshop, May 2002
- WOW Way Out West Conference, May 2002
- NECC (National Educational Computing Conference), June 2002

§ Activity XII. Project Venture Meetings and Conference Attendance- Kyrene

Activity Description: With feedback we received last year, we have limited the number of meetings for Project Venture teachers. Many of the 58 teachers that are currently Project Venture teachers are early adopters of most initiatives and programs in the Kyrene School District. Therefore, their time after school is limited. We have had Project Venture meetings as a whole group and by individual grade levels or by site. We have discussed the following items at meetings: *Requirements for first, second, and third year PV teachers

- *Lesson/unit plans and rubric
- *Videotapes and self-reflections
- *How mentors can support PV teachers
- *Equipment roll out
- *Troubleshooting

- *Wants/needs of PV teachers
- *Conference attendance: each PV teacher was able to attend the AzTEA Technology Conference in Tucson for free.
- In addition, some PV teachers requested additional funds to attend specific national technology conferences with the intent of sharing this new information at site and/or district meetings.
- *Migration from public drive to a teams drive on the network
- *Pilot programs in the district
- *Technology assessments
- *Grant requirement (lesson plans/units, observations by evaluator, trainings)*Demonstration classroom visits
- *Announcements

In addition, each Project Venture teacher had the opportunity to participate in a Project Venture Retreat. There were two different days to choose from. The Department of Information Systems paid for these teachers to obtain a substitute for the day. The retreat centered around action research, learning the iMovie software package and creating an end product video, and learning Final Cut Pro.

§ Activity XIII. Technology Plan Development - Tempe Elem.

Activity Description: During Spring 2002, a technology planning committee consisting of district employees from a number of departments and community and parent volunteers met to formulate goals and objectives for our new 3-year technology plan.

Corrective Action(s):

IV. Project Focus

Subject Matter Covered by Project: All subjects

If Applicable, Describe Cross Disciplinary and/or Other Here: Project Venture's consortium consists of four LEA's and a consortium of small school districts, representing almost all educational and demographic possibilities. The training model used by each Project Venture district can meet the needs of all teachers and student populations. Consortium-wide, Project Venture serves K-12 teachers and their students in urban, suburban, and rural settings, all socio-economic ranges, and a large variety of district sizes and philosophies.

The consortium members include:

Creighton Elementary - Urban and fiscal agent for the grant, 9 schools, appx. 8300 students

Kyrene Elementary - Suburban, 24 schools, appx. 19,500 students
Maricopa County Small School District Consortium - Rural, 12 small districts,
which have under 600 students, appx. 1300 students total.
Tempe Elementary - Urban, 23 schools, appx. 13,000 students.
Tempe Union High School Districts - Suburban, 6 schools, appx. 12,000
students.

National, State or Local Initiatives Project Venture continues to be actively involved in activities that support National, State and Local Initiatives.

- Addressed:**
1. June 2001 – Tempe Union High School District Project Venture group presented a poster session at the 2001 National Education Computing Conference in Chicago, IL. (National)
 2. June 4 – 7, 2001 - The Creighton Project Venture group trained 14 teachers in the Dysart School District, a small west Phoenix district during a 4-day Technology Integration workshop. Even though the Creighton TMTs did the actual training, it was a joint consortium effort. Materials created by Kyrene School and Tempe Elementary were used throughout the 4 days. (Local)
 3. In July 2001, Project Venture committed a portion of its supplemental funds to support the creation of My eDesk by a group of Western Cluster of TICGs. It will be a repository of the many products created through the Technology Innovation Challenge Grant program. By the end of summer 2002, more than 200 lesson plans will be located on My eDesk. (National, State and Local)
 4. September 2001 - Many Project Venture TMTs attended the Arizona's School Facility Board (SFB) rollout of the new Application Service Provider will provides 250 free software titles. (State)
 5. September, 2001 (Alaska) and March 2002 (San Diego) – The Project Venture Director and one PV Advisory member attended the Western Cluster Conference and participated several the My eDesk planning sessions. (National)
 6. October 12, 2001 - The Project Venture Director, Creighton Asst. Superintendent, the External Program Specialist attended the interim grant review in Washington, DC and the external evaluator and PV TMT participated via telephone. (National)
 7. October 2001 – May 2002 – The Project Venture Director, several Project Venture TMTs and PV teachers presented at the following technology conferences: (State and Local)
 - Northern Arizona AzTEA Conference 10/13/01
 - Tucson AzTEA Technology Conference - 1/19/02
 - MEC (Microcomputers In Education Conference) Technology Conference, March 11 - 13, 2002
 - WOW (Way Out West) AzTEA Technology Conference 5/11/02

8. November 2001 – The Project Venture Director presented on behalf on the TICG program at the Improving America's Schools conference in Reno, NV. (National)
9. June 2001 – May 2002 - Five or more PV TMTs began to facilitate Asset's online professional development courses. (State)
10. September 2001 – May 2002 – The Project Venture director and two Kyrene TMTs served on the steering committee to develop a statewide K- 12 Technology Framework representing teachers and districts. This document has become the foundation for the Arizona's Technology Plan, which will be submitted at the federal level. (State and National)
11. January 2002 – June 2002 - Several PV Advisory members and PV TMTs have support the technology training efforts at the Arizona K-12 Center's Leadership Institutes for Technology (LIT). Several 2½-day institutes will be held over the next two years. PV will continue to be involved next year. (State Level)
12. January 2002 – A Tempe Elementary PV TMT attended 4 days of training as Arizona's Ambassador to the Natureshift TICG in North Dakota. As a result of her training, she has presented the curriculum available from the Natureshift website to several groups. Project Venture reached consensus to partner with the Natureshift TICG. (National and State)
13. The Eastside chapter of AzTEA (Arizona Technology in Education Alliance) <http://www.aztea.org>, the state's main technology professional organization and an ISTE affiliate completed it first full year as an organization Tempe Union's Project Venture team provided the necessary leadership during the year. They offered an overview of the Arizona K-12 Center's Leadership Institutes for Technology (LIT) and how districts can prepare for the institutes and sponsored an opportunity for chapter members to interact with Alan November. Kyrene, Tempe Elementary and Creighton are also active members of Eastside AzTEA chapter. (State and Local)
14. February 2002 – The entire Creighton Project Venture group presented several workshops at Pederast's Mini-Technology Conference featuring Dr. Jamie McKenzie. (Pendergast is a west Phoenix District.) They were able to touch more than 120 teachers. (Local)
15. March 2002 - Project Venture Director was extremely involved in the new state's Ed Tech grant process. She hosted a group that created the scoring rubric used in the 2002-2003 application process as well as served as a team leader in scoring Ed Tech Grants. (State)
16. March 2002 – May 2002 - This has been an exciting year of recognition of the hard work of the Project Venture consortium and teachers. The following

statewide awards were given to either Project Venture consortium Advisory Members, PV TMTs and/or Project Venture Teachers. (State and Local)

2002 AzTEA Innovation Award Winners:

- MadaKay Morehead, Technology Coordinator of the Year (Kyrene PV Advisory Member)
- Cecelia Lorea, Rookie Teacher of the Year (Creighton PV Teacher)
- Arlette Johnson, Technology Teacher of the year (Creighton PV Teacher)

2002 Annual MEC iCademy Award Winners –
mec.asu.edu/html/academy/academy.html

- Teacher and Faculty Instructional Video Winner (Tied) Recycle Girl (6.4MB) Creighton School District, Arlette Johnson— 2nd Grade Teacher (PV Teacher)
- 7-12 Instructional Video Honorable Mention, iMovie Predictions (6.1MB) Creighton School District, Tommi Perez— 8th Grade Lang. Arts Teacher (PV Teacher)
- K-6 Instructional Video Honorable Mention, Balls and Ramps (4.3MB) Creighton School District, Sandra Becker— Project Venture TMT

2002 AzTEA Exemplary Web Awards, in conjunction with ASU West

- School District Winner - Kyrene Elementary (PV consortium member)
- Award for Distinguished Educational Web Resource – Carlos Bill, Creighton PV TMT

Also, Project Venture efforts at Kyrene SD were highlighted in the Kyrene Communicator, Spring 2002. Two PV Teachers from Kyrene, Kathy Grams and Ruth Sunda, were featured on the Intel Odyssey website.

http://www97.intel.com/education/odyssey/day_053/day_053.htm Also, Shelby Hobart, PV TMT from Tempe Elem., was recognized as an Impact Award Winner in his district. Jacquie Cooper, PV Teacher in Tempe Elem, was featured in the East Valley Tribute on 2/11/02 as being a Project Venture teacher and how the grant is benefiting her students.

17. April 2002 - The Project Venture Director and a Kyrene PV TMT wrote a 7-lesson online course called: Integrating Technology using Standards Based Lesson Planning. The Project Venture lesson plan format and rubric are featured in the online course. The course will be available Fall 2002 through ASSET and Classroom Connect. As a result of the quality of the online course, ASSET has requested permission to utilize the PV lesson plan format in their upcoming ASP training. (State and National)

18. April 27, 2002 - The Project Venture Director presented Project Venture's professional development model at the ASSBO/ADE Technology Conference to more than 185 participants from around the state. The morning spotlighted Current Technology successes in the state and roundtable discussion groups were held in the afternoon. Five PV consortium members participated as either round table facilitators or recorders as participants discussed key questions on

4/26/02. The focus of the conference was on how to implement Arizona's new Application Service Provider (ASP) in conjunction with Cox Educational Network. (State)

19. April 2002 – The Maricopa County Small School Consortium Project Venture TMTs met with representatives of the non-profit organization Global Good Services, which obtains grants for over 500 Native American tribes in the U.S. and Canada. The goal is to improve medical and educational opportunities for Native Americans. The purpose of the meeting was to explore a possible partnership with Project Venture, to replicate the “train the trainer” model of Project Venture on the reservations. (National)

20. April 2002 - Tempe Union worked with Maricopa Unified School District and Dysart Unified School District, both with high needs districts to replicate the Project Venture professional development model. Collaborated on asking for Ed. Tech grant support for pairing our teachers and technology mentor teachers. (State)

21. May 10, 2002 – The Project Venture consortium hosted "Nibbles and Knowledge" featuring Alan November on May 10, 2002 at Marcos de Niza High School in the Tempe Union High School District. The event was the first attempt to bring together all teachers in the consortium for a celebration time and to hear a well-known educational technologist - Alan November. The event was held in conjunction with Eastside AzTEA chapter. (Local)

22. June 2002 – Several Project Venture TMTs will be trained on the Arizona's Application Service Provider and will become regional trainers in Maricopa County. (State and Local)

23. June 19, 2002 – The Project Director, the external evaluator and a TMT from Kyrene will present on Project Venture's evaluation protocol at the 2002 National Educational Computing Conference in San Antonio, Texas. (National)

24. The Peoria School District and Kyrene School District are collaborating on the piloting and implementation of Blackboard, an e-learning environment. Sessions included discussion pertaining to implementation, network issues, server issues, and piloting strategies for successful implementation of Blackboard with teachers and students. For more information on this product, you can go to www.blackboard.com. (Local)

25. June 11 – 12, 2002 - Project Venture was invited to provide training for a Florida group. One Creighton TMT is going to Florida to do two-day iMatrix training, created by the Surweb TICG project. This comes as a result of working closely with the Western Cluster. The TMT will share all materials that are created with Surweb, the Florida project and Project Venture. (National)

26. Ongoing – In each district represented Project Venture Advisory members

and TMTs are supporting local technology initiatives by either providing training or working on district level committees. During the year, Project Venture TMTs done the following: (Local)

- Planned technology integration activities with Title VII facilitators
- Participated on technology planning committees and activities
- Aligned Arizona Technology standards to district curriculum
- Supported local curriculum adoptions
- Participated in new teacher training
- Helped implement major technology upgrades in their districts
- Worked closely with local technology departments to align efforts
- Worked closely with superintendents from the small rural districts on technology issues

Technology Type: both Software and Hardware

Technology Name: In-Class Mini Lab

Technology Description: When teachers are selected as Project Venture participants, they are issued an in-class mini-lab that consists of approximately one computer per five students, a printer, and a presentation device. All computers have Internet connectivity and appropriate instructional and management software as selected by individual districts and/or schools.

Technology Innovation of the Project: Project Venture has developed a training model that individualizes interactions between Technology Mentor Teachers (TMT) and classroom teachers and is considered the project's Technology Innovation. Because Project Venture is a group of very diverse districts, the model will meet the needs of a variety of teacher, student, and system situations. The model focuses on assessing teachers into one of five project-defined levels. The consortium has also created specific training objectives for training at each level. Teachers and their TMT identify specific needs and meet on a regular basis to create a plan that will accelerate the learner through the levels, ultimately leading to a system of advanced users who are advocates for technology integration. Extensive coaching/mentoring sessions occur throughout the school year. The TMTs have received ample training to help them understand and implement the Project Venture model. The five training levels are as follows:

LEVEL I: Teachers at this level are learning the necessary "survival skills" required for their administrative work. In most districts, this includes desktop basics, beginning email and internet use, and beginning word processing. Teachers participate in classes provided by TMTs, work one-on-one with their TMT, or are given other options for acquiring basic skills.

LEVEL II: Teachers at this level are motivated by the more sophisticated features of the computer and are learning how to use advanced applications like spreadsheet and database, and are interested in using advanced features of internet email and desktop publishing. They may begin to use technology with

their students, but their primary focus is on their own use of technology to increase their personal productivity and administrative tasks. Teachers at level II participate in courses provided by TMTs, learn new or advanced features by "playing", or work with their peers during just-in-time training situations.

LEVEL III: Teachers at this level have a solid foundation of technology skills and are motivated to work with their TMTs because they know the potential of technology and how it can impact the educational process for students. Through a competitive application process, TMTs work with approximately 15 teachers at a time at this level. The selected teachers are issued a mini computer lab (1 computer per 5 students), printer, and presentation device to be permanently located within their classroom. Together in a coaching/mentoring relationship, the TMT and teacher plan curriculum, co-teach, and reflect upon their experiences. The process provides a learning environment where both the coach and the teacher learn more about integrating technology. It is expected that student achievement will be greatly impacted at this level. Curriculum planning, instructional strategies, and advanced technology skills (including multimedia) are areas of refinement at Level III.

LEVEL IV: Level IV teachers are considered masters of technology by their peers. Because of their experiences at Level III, they have a strong understanding of the frustrations that teachers learning about technology integration go through. These teachers support the systemic change issues when they intentionally become technology integration advocates. Level IV teachers develop a personalized plan in collaboration with their TMT where they select an activity for the year where they consciously represent Project Venture goals. Some examples might include: supporting a team partner with technology use, district content curriculum writing, district or site committees (not necessarily technology related) or video taping model integration lessons.

Level V - Teachers who have achieved the highest level of technology integration and mentoring skills. They are trainers of Level I through Level IV teachers. They are masters of technology, curriculum, assessment, classroom management, and have the ability to guide others towards seamless integration. Level V is not thoroughly addressed in the in the training objectives thus far. However, the Project Venture Advisory group will work on developing the outcomes to determine Level 5 readiness during Year Four. By participating in activities, which are not necessarily technology driven, Project Venture will begin to infuse the system with supporters and advocates, which provides systemic change and sustainability.

Is Distance Learning a Focus of the Project?:

Distance Learning

**Technologies
Used:**

**Other
Distance
Learning
Technologies:**

V. Budget Information

Funds Requested: \$907,210.00

Funds Received: \$907,210.00

**Actual Budget
Expenditures for the
Reporting Period:** \$948,201.00

**Status of Current
Budget:** We are on target for expected expenditures and, at this time, do not anticipate carryover into year 5. The receipt of Supplementary funds assisted us to continue the quality evaluation that was in progress and to provide additional professional development to project participants. In the absence of supplementary funds neither of those activities could have occurred. All supplementary funds were expended by September 30, 2001.

Rate of Expenditure: At expectations

**Explanation for Non-
expenditure:** None to report

**Amount of Carryover
(if any) Anticipated
This Period:** \$0.00

**Reasons for
Carryover (if
applicable):** Not applicable

**Funds Spent on
Evaluation:** \$123,007.00

**% of Total Budget
Spent on Evaluation:** 13.0

**Funds Spent on
Technology
Infrastructure:** \$24,500.00

**Funds Spent on
Professional** \$819,000.00

Development:

Leveraging of Funds from Other Sources: TLCF

Other Federal Funds: A variety of other federal funds support the PV efforts. They include, E-rate, TLCF, Title I, Title II, and Title VII. These funds were used to purchase classroom computers, improve the technology infrastructure and to pay monthly internet service fees.

Other State Initiatives: Arizona has a comprehensive program for school building and technology. That program, Students FIRST, assisted with installing or upgrading infrastructure, purchase of computers and teacher training.

Information is accurate as entered: Pamela A. Burkhardt

VI. Supplemental Information and Changes

In this section of the report, projects will describe any changes they wish to make in the performance objectives and activities. Provide any other appropriate information about the status of the project including any key personnel and/or partnership changes and unanticipated outcomes or benefits from the project.

Files Unloaded for this Project

Project Venture Supplemental	<i>WP</i>	6/6/2002	This is an update on how
Project Venture CSD Board	<i>Other</i>	6/3/2002	This is the presentation given
Project Venture Midgrant	<i>Other</i>	6/3/2002	This is the presentation used

<p><u>Project Venture InterviewQuestions3.doc</u></p>	<p><i>WP Document</i> 6/3/2002 [v1]</p>	<p>2001 in Washington, DC. 2 years ago an interview component was added to help offset the fact that some teachers do not express themselves as well in writing. It has been a positive addition to the application process and helps give another perspective on a potential Project Venture teacher.</p>
<p><u>Project Venture 20022003AppFlyer.doc</u></p>	<p><i>WP Document</i> 6/3/2002 [v1]</p>	<p>This is a flyer that was given to all potential Project Venture teachers. It explains the selection process and gives a specific due date. It was printed in color.</p>
<p><u>Project Venture PV Rubric for website.doc</u></p>	<p><i>WP Document</i> 6/3/2002 [v1]</p>	<p>This is the rubric that guides teachers to write quality lesson plans. Before a lesson plan is published on the Internet, the PV TMT who works with the teacher will score the lesson plan using the rubric. The TMT will make suggestions for improvement.</p>
<p><u>Project Venture CompleteApplicationPackage0203.doc</u></p>	<p><i>WP Document</i> 6/3/2002 [v1]</p>	<p>For the past four years, Creighton has had a competitive application process in place to select teachers to participate in Project Venture. The process has been modified over the years. It currently consists of a written portfolio and a personal interview. If necessary, a classroom observation may be a part of it. This is the requirements of the written portfolio package. Project Venture was selected as a "Current Technology</p>

<u>Project Venture Technology Innovation Challenge Grants2.ppt</u>	<i>Other</i>	6/3/2002 [v1]	Success" in Arizona and was asked to present PV's Professional Development Model at the conference. This is the presentation that was used.
<u>Project Venture Lesson Template website.doc</u>	<i>WP Document</i>	6/3/2002 [v2]	The Project Venture Director presented four conference presentations on the free resources provided by TICG around the United States. This is the adapted PowerPoint presentation she used. The original one was developed by the Department of Education.
			This is the lesson plan template that all Project Venture teachers in the consortium use.

Describe significant program changes :



VII. Evaluation

Executive Summary of Evaluation Findings

The evaluation findings of Project Venture are delayed for purposes of this report as the result of significant changes in the evaluation team, as well as to the depth and breadth of the evaluation design. These changes were not official until mid-January of 2001, after which time a new Lead Evaluator, Dr. Dee Ann Spencer, became a part of the project. A revised evaluation design was created, based on the needs of the PV board and other team members. After its approval, data collection began in February and was completed during the third week of May. These data will be coded, analyzed and presented in the evaluation report due in September. The revised research design not only encompasses key components of the original intents and purpose of the project and project evaluation, it also includes other data sources intended to provide the project members with additional information on which to base their decisions and plans for the continuation of the project through its future years. Of particular importance to the project members was the inclusion of far more qualitative data sources than had been the case. The evaluation continues to address progress toward the goals and objectives of the project and uses the original Logic Map as a guideline to assess this progress.

A continuing, key component of the evaluation is the utilization of the database developed in the College of Education at Arizona State University through its Educational Data Communication, Analysis, Research and Evaluation (EDCARE) lab. The database includes on-line input of important information by Project Venture teachers and teacher mentors. In addition, during the current year, principals will be asked to complete an on-line survey. Under the direction of Dr. Marilyn Thompson, the EDCARE lab staff has worked this spring to clarify and rectify problems experienced by Project Venture members in the past.

The current strong collaborative agreements between the evaluation team and Project Venture leaders and participants, has not only assured that data included in the Formative Evaluation will serve as an important tool for decision-making, but will provide a greater depth and breadth of both quantitative and qualitative data to best describe the project and its complexities, challenges, and accomplishments.

Evaluation: Description of Key Findings

Evaluation Tools and Names of Instruments Used in the Evaluation

1. *Electronic survey*: "Technology Skills Self-Evaluation"
2. *Logs/journals*: "Technology Mentor Teacher Time Report"
3. *Electronic survey*: "Training Course Evaluation"
4. *Telephone interview*: ""
5. *Focus group*: "Technology Mentor Teacher Focus Group Interview Questions"
6. *Observation*: "Classroom Observation Instrument"
7. *Focus group*: "Student Focus Group Interview Questions"
8. *Case study*: "Ethnographic Accounts of Project Venture Teachers' Classes"
9. *Case study*: "Case Studies of Project Venture Rural Schools"
10. *Portfolio*: "Teacher's Portfolios of Project Venture Activities"

Replication of Evaluation Components

Title, Type and Description of Product Disseminated

Dissemination Title: Arizona K-12 Technology Framework - Consortium

Dissemination Type: Other (Specify)

Dissemination Description: Several PV Advisory members participated in the creation of Arizona's K-12 Technology Framework. This committee has been appointed as an Technology Advisory arm to the State Department of Education.

To obtain product: It can be found at this website:
www.eas.asu.edu/-cresmet/

Dissemination Title: Creation of Online Course - Consortium

Dissemination Type: Other (Specify)

Dissemination Description: Based on the lesson plan format and the philosophy of technology integration of Project Venture, two consortium members designed and created a 7 lesson online course in conjunction with ASSET (Arizona School Educational Technology) and Classroom Connect.

ASSET has asked for permission to continue using PV lesson plan format in their training for the Arizona's ASP.

To obtain product: Connect ASSET or Classroom Connect. It is free to Arizona teachers and there will be a fee structure for those outside of Arizona.

Copy of lesson and rubric is uploaded in the supplemental section.

Dissemination Title: Project Venture Website/Spotlight Teacher/Free TICG Curriculum Resources - Consortium

Dissemination Type: Curriculum

Dissemination Description: The Project Venture website continues to improve and is updated frequently. Our lesson plan template, rubric, lesson plans and all evaluation and performance reports are available.
<http://www.creighton.k12.az.us/projectventure/index.html>

The Teacher Spotlight area has been well received.
<http://www.creighton.k12.az.us/projectventure/pages/spotlight.html> Each month one of our Project Venture teachers from around the consortium is featured. They share how Project Venture has helped them integrate technology into their curriculum. Here are the Spotlight teachers for this year:

- July 2001 - Susi Huffaker, Meyer School Grades 2-3 and Leigh Mauney, Scales Elementary School, 5th grade; Tempe School District #3
- August 2001 - Margaret Bowerman, Grade 4, Milenio Elementary School; Kyrene School District
- October 2001 - Carol Threewit Kindergarten, Nadaburg Elementary School; Maricopa County Small Schools Consortium
- December 2001 -Laurie Johnson, ESL Teacher Language, McClintock High School; Tempe Union High School District

·March 2002 - Floyce Chavez, 7th Grade Science, Gateway School, Creighton School District
 ·May 2002 - Brian Gibson, 5th Grade Kyrene de los Cerritos, Kyrene School District
 ·June 2002 - Karen Reed, 3,4,5 Grade, Sentinel School; Maricopa County Small Schools Consortium.

The Project Director presented at four state/local technology conferences on the abundance of free curriculum resources available as a result of the work of the 100 TICG in the United States. She used a modified presentation provided by the DOE as an overview. The TICG resources are available on the Project Venture website and are frequently updated.

<http://www.creighton.k12.az.us/projectventure/pages/ticgrants.html>

To obtain product: <http://www.creighton.k12.az.us/projectventure/pages/ticgrants.html>
 Presentations are uploaded in the supplemental section.

Dissemination Title: State Level Technology Awards and District Recognition - Consortium

Dissemination Type: Other (Specify)

Dissemination Description: This has been an exciting year of recognition of the hard work of the Project Venture consortium and teachers. The following statewide awards were given to either Project Venture consortium Advisory Members, PV TMTs and/or Project Venture Teachers.

2002 AzTEA Innovation Award Winners:

*MadaKay Morehead, Technology Coordinator of the Year (Kyrene PV Advisory Member)

*Cecelia Lorea, Rookie Teacher of the Year (Creighton PV Teacher)

*Arlette Johnson, Technology Teacher of the year (Creighton PV Teacher)

2002 Annual MEC iCademy Award Winners–

<http://mec.asu.edu/html/icademy/icademy.html>

*Teacher and Faculty Instructional Video Winner (Tied) Recycle Girl (6.4MB) Creighton School District, Arlette Johnson— 2nd Grade Teacher (PV Teacher)

*7-12 Instructional Video Honorable Mention, iMovie Predictions (6.1MB)

Creighton School District, Tommi Perez— 8th Grade Lang. Arts Teacher (PV Teacher)

*K-6 Instructional Video Honorable Mention, Balls and Ramps (4.3MB)

Creighton School District, Sandra Becker— Project Venture TMT

2002 AzTEA Exemplary Web Awards, in conjunction with ASU West

*School District Winner - Kyrene Elementary (PV consortium member)

*Award for Distinguished Educational Web Resource – Carlos Bill Creighton

PV TMT

Also, Project Venture efforts at Kyrene SD were highlighted in the Kyrene Communicator, Spring 2002.

Two PV Teachers from Kyrene, Kathy Grams and Ruth Sunda, were featured on the Intel Odyssey website.

http://www97.intel.com/education/odyssey/day_053/day_053.htm

Also, Shelby Hobart, PV TMT from Tempe Elem., was recognized as an Impact Award Winner. Jacque Cooper, PV Teacher in Tempe Elem, was featured in the East Valley Tribute on 2/11/02 as being a Project Venture teacher and how the grant is benefiting her students.

To obtain product: The 2002 AzTEA Innovation Award Winners 2002 AzTEA Innovation Award Winners: www.aztea.org

2002 Annual MEC iCademy Award Winners–
<http://mec.asu.edu/html/icademy/icademy.html>

2002 Exemplary Web Awards
<http://www.west.asu.edu/achristie/webaward/winners2002.html>

Dissemination Title: Technology Presentations at State and National Conferences - Consortium

Dissemination Type: Professional development presentation

Dissemination Description: The Project Venture Director presented at four state technology conferences this year. She also presented on behalf on the TICG at the Improving America's Schools conference in Reno, NV. The Director, the external evaluator and a TMT from Kyrene will be presenting at NECC in June, 2002.

To obtain product: The presentations are in the supplemental section.

Dissemination Title: PV Featured as a Technology "Current Success" in Arizona - Consortium

Dissemination Type: Professional development presentation

Dissemination Description: The Project Venture Director presented Project Venture's professional development model at the ASSBO/ADE Technology Conference to more than 185 participants from around the state. The morning spotlighted Current Technology successes in the state and roundtable discussion groups were held in

the afternoon. Five PV consortium members participated as either round table facilitators or recorders as participants discussed key questions on 4/26/02. The focus of the conference was on how to implement Arizona's new Application Service Provider (ASP) in conjunction with Cox Educational Network.

To obtain product: Presentation is located in the supplemental section.

Dissemination Title: **Project Venture TMTs and Teachers Present at Local/State Technology Conferences -Consortium**

Dissemination Type: Professional development presentation

Dissemination Description: Several Project Venture TMTs and PV teachers presented at the following technology conferences:

Northern Arizona AzTEA Conference 10/13/01
Tucson AzTEA Technology Conference - 1/19/02
MEC(Microcomputers In Education Conference) Technology Conference, March 11 - 13, 2002
WOW (Way Out West) AzTEA Technology Conference 5/11/02

To obtain product: Contact Project Director, Cathy Poplin, 602-522-1021 or cathy_poplin@creighton.k12.az.us for details and presentations.

Dissemination Title: **Project Venture Lesson Published Lesson Plans-Consortium**

Dissemination Type: Lesson plans

Dissemination Description: More than 200 lesson plans have been written and posted to the Project Venture website. The lesson plan template and rubric are also available on the website.

To obtain product: Lesson Plans and be found at <http://www.creighton.k12.az.us/projectventure/lessonplans/>

The Lesson Plan template can be found at:
<http://www.creighton.k12.az.us/projectventure/pages/template.pdf>
The rubric can be found at:
<http://www.creighton.k12.az.us/projectventure/pages/rubric.pdf>

Dissemination Title: **Communication to School Board - Creighton**

Dissemination Type:	Curriculum
Dissemination Description:	<p>The Project Venture Director presented at the following School Board Meetings:</p> <p>12/4/02 - Update on technology happenings 2/19/02 - Update on Project Venture accomplishments 3/19/02 - Recognized Technology Teacher of the Year and Technology Rookie of the Year 5/21/02 - Recognized Carlos Bill for AzTEA Web Award</p> <p>PV Director submits frequent updates on PV activities in the monthly Board Bulletin.</p>
To obtain product:	Presentation is located in the supplement section
Dissemination Title:	Project Venture Application Process -Creighton
Dissemination Type:	Other (Specify)
Dissemination Description:	For the past four years, Creighton has had a competitive application process in place to select teachers to participate in Project Venture. The process has been modified over the years. It currently consists of a written portfolio and a personal interview. If necessary, a classroom observation may be a part of it.
To obtain product:	The application process and all related documents are in the supplemental section.
Dissemination Title:	Project Venture Lesson Plans/Units-Kyrene
Dissemination Type:	Lesson plans
Dissemination Description:	The focus of these lesson plans and units is: teaching to national, state, and Kyrene standards, aligning assessments with standards, appropriate integration of technology into teaching and learning, utilizing best practices in core content areas, and ability for other teachers to replicate the lesson plans/units.
To obtain product:	Lessons for 1999-2000 and 2000-2001 are posted on the Project Venture website, www.creighton.k12.az.us/projectventure/ . For additional information, please contact Patricia McDermott, Kyrene School District, 8700 S. Kyrene Rd., Tempe, AZ 85284 or by email: pmcder@kyrene.org .

Dissemination Title: Project Venture Evaluation Tools-Kyrene

Dissemination Type: Evaluation instruments

Dissemination Description: These evaluation tools have been designed by Project Venture TMTs to collect data on Project Venture teachers in the following areas:
--Teachers" technology skills
--Assessments--Instructional management tools to facilitate the use of technology
--Lesson/unit plans that show effective technology integration
--Behaviors that demonstrate the effective facilitation of student learning through the integration of technology into the content areas

To obtain product: This material is copyrighted. If you wish to use the materials listed above, written permission must be obtained from the authors. For additional information, please contact Patricia McDermott, Kyrene School District, 8700 S. Kyrene Rd., Tempe, AZ 85284 or by email: pmcder@kyrene.org.

Dissemination Title: Intel Teach to the Future Lesson Plans-Kyrene

Dissemination Type: Lesson plans

Dissemination Description: The focus of these lesson plans and units is: teaching to national and state standards, aligning assessments with standards, appropriate integration of technology into teaching and learning, utilizing best practices in core content areas, and ability for other teachers to replicate the lesson plans/units.

To obtain product: Exemplary integrated units are located at www.intel.com/education/exemplary_planning/index.htm. For additional information, please contact Jan Dixon, Kyrene School District, 8700 S. Kyrene Rd., Tempe, AZ 85284 or by email: jdixon@kyrene.org.

Dissemination Title: Project Venture Consortium Presentations-Kyrene

Dissemination Type: Curriculum

Dissemination Description: Presented the following topics to consortium members and individual consortium districts:

--Project Venture Lesson Plan Template and Rubric: Presented information on the Project Venture Lesson Plan Template and Rubric to all Project Venture teachers in the Tempe Union High School District during their Project Venture

Retreat.

--Inspiration, Kidspiration, and Kid Pix III: Presented to consortium members information and examples of material utilizing the software programs Inspiration, Kidspiration, and Kid Pix III. CD's were passed out to participants with training materials that can be utilized for Technology Professional Development across districts.

To obtain product: The Project Venture Lesson Plan and rubric as well as professional development materials for use when training on Inspiration, Kidspiration, and Kid Pix III is available on the Kyrene Project Venture website at www.kyrene.org/pv/. For additional information, please contact Patricia McDermott, Kyrene School District, 8700 S. Kyrene Rd., Tempe, AZ 85284 or by email: pmcder@kyrene.org.

Dissemination Title: Project Venture Website-Kyrene

Dissemination Type: Curriculum

Dissemination Description: One of Kyrene's TMTs, Dan Neville, has created a website as a dissemination tool for the project to keep Project Venture teachers informed about the project as well as others who may be interested in the materials on this website. This website contains information about:
--Application materials to apply to be a Project Venture teacher
--Professional development materials
--Announcements
--Teachers highlighted for exemplary lessons/units
--Forms
--Project Venture lesson plan template and rubric--Arizona technology standards

Since March of 2002 there have been 181 hits to this website.

To obtain product: URL: <http://www.kyrene.org/pv/>
For additional information, please contact Patricia McDermott, Kyrene School District, 8700 S. Kyrene Rd., Tempe, AZ 85284 or by email: pmcder@kyrene.org.

Dissemination Title: Technology Presentations to Outside Organizations/Districts-Kyrene

Dissemination Type: Professional development presentation

Dissemination Description: --"ASSET: My Compass Professional Development Program and Designing WebQuests": Presented with project partners at the Arizona Science Teacher's

Convention, 2001.

--“Teaching Standards Based Math, Science, and Integrated Technology in K-8”, 2002.

To obtain product: Handouts for “Teaching Standards Based Math, Science, and Integrated Technology in K-12” is available on the Kyrene Project Venture website at www.kyrene.org/pv/. For additional information, please contact Patricia McDermott, Kyrene School District, 8700 S. Kyrene Rd., Tempe, AZ 85284 or by email: pmcder@kyrene.org.

Dissemination Title: Meetings with Administrators & Members of the Department of Information Systems-Kyrene

Dissemination Type: Professional development presentation

Dissemination Description: One of the focuses this year in Kyrene was to pilot several technology projects. These projects included Microsoft’s Encarta Class Server, Riverdeep Destination Math/Logal Math, Blackboard, and the Arizona Application Service Provider. These projects required teachers to have additional hardware and software to be successful. In addition, if teachers wanted to participate in one of these projects, they were required to attend training offered during the school day. The Project Venture mentors felt that it would be best to meet with individual school administrators regarding the roll out of these projects. Project Venture mentors also used this time with administrators to find out the technology needs of their schools, how Project Venture teachers could continue to build capacity, and how the Department of Information Systems could help support their school in their technology efforts.

Dissemination Title: Presentation About Project Venture to Global Good-Maricopa

Dissemination Type: Professional development presentation

Dissemination Description: Two Project Venture TMTs met with representatives of the non-profit organization Global Good Services, which obtains grants for over 500 Native American tribes in the U.S. and Canada. The goal is to improve medical and educational opportunities for Native Americans. The purpose of the meeting was to explore a possible partnership with Project Venture, to replicate the “train the trainer” model of Project Venture on the reservations. A slide show demonstrated the goals of Project Venture as well as the vision for the future.

To obtain product: A copy of the PowerPoint presentation can be obtained by e-mailing Jan Irvin, jirvin@maricopa.k12.az.us.

Dissemination Title: Presentations to Small Schools Consortium Superintendents-Maricopa

Dissemination Type: Professional development presentation

Dissemination Description: Project Venture TMTs presented information at two Superintendent's meetings. Training opportunities and low cost resources available for teachers were discussed. New technology was introduced and examples of their use were shown. Two PowerPoint slide shows updated the Superintendents on the types of technology being used in their schools, and displayed technology-based student work.

Dissemination Title: Conference Workshop Presentations-Maricopa

Dissemination Type: Curriculum

Dissemination Description: One technology mentor worked with a teacher to develop a conference presentation of the use of Microsoft Excel in the primary grade classroom (K-3).

To obtain product: Examples of classroom Excel activities are available by e-mailing Jan Irvin, jirvin@maricopa.k12.az.us. The activities will be posted on the Maricopa County Small Schools Project Venture web site (in progress).

Dissemination Title: 2001-02 Project Venture Application Packet with Instructions-Tempe Elem.

Dissemination Type: Professional development presentation

Dissemination Description: Two informational presentations were held for prospective teacher-applicants about Project Venture Application Process.

To obtain product: Packet is available for TD#3 teachers and administrators by download from the TD#3 email system. Others may contact rcamuse@tempeschools.org for an electronic version of the application packet.

Dissemination Title: Mathematics & Technology Integration Guide K-5 -Tempe Elem.

Dissemination Type: Instructional materials

Dissemination Description: This Guide helps teachers to understand various types of software and technology and the ways they are suitable for integration into mathematics curriculum. Mathematics and technology lesson plans for grades K-5 are included.

To obtain product: Preferred: visit Tempe School District #3's web site http://www.tempe3.k12.az.us/for_teachers/curriculum.html and download the Math K-5 document's pdf file. Or email rcamuse@tempeschools.org with your request

Dissemination Title: Language and Technology Integration Guide K-5 & 6-8-Tempe Elem.

Dissemination Type: Instructional materials

Dissemination Description: These Guides assist teachers to consider the role of technology in language arts instruction, and includes integrated lesson plans for grades K-8.

To obtain product: Preferred: visit Tempe School District #3's web site http://www.tempe3.k12.az.us/for_teachers/curriculum.html and download the Language Art's document's pdf file. Or email rcamuse@tempeschools.org with your request

Dissemination Title: The PV Professional Development Model-Tempe Elem.

Dissemination Type: Professional development presentation

Dissemination Description: Presentation at the Peak Performance Technology Conference in Flagstaff, Arizona, October 13, 2001. This presentation outlined the philosophy and components of Project Venture and provided materials to participants that would be helpful in considering adoption of the model.

To obtain product: Email rcamuse@tempeschools.org with your request.

Dissemination Title: NatureShift: Linking Learning to Life- Tempe Elem.

Dissemination Type: Professional development presentation

Dissemination Description: Presentation at the MEC conference at ASU on March 12, 2002 outlining the NatureShift project. This project is a TIGG grant that is a learning model based on inquiry and sharing of knowledge. There are five modules that offer authentic

learning and content resources that help the explorers to construct their own learning and understandings.

To obtain product: <http://www.natureshift.org> or email jnesdill@tempeschools.org with your request.

Dissemination Title: **Geo Events Presentations- Tempe Union**

Dissemination Type: Professional development presentation

Dissemination Description: Co produced by Stephen Rothkopf – TMT and Michael Turturice – PV Teacher and presented at the following conferences:

--AzTea WOW Technology Conference, Phoenix, AZ (5/02)

--MEC 2002, Tempe, AZ (3/02)

--10th Annual Teaching & Technology Conference for AZ Educators, Tucson, AZ (1/02)

This web based lesson plan allows students to enhance their knowledge of the geographical world around them, while following current events over a semester. Class discussions, multi media presentations, e-mail, video conferencing and desktop publishing are incorporated to assist in exploratory learning. Students utilize the Internet and other traditional resources to complete this lesson.

To obtain product: <http://www.tuhsd.k12.az.us/pv/geoevents>

Dissemination Title: **Replication Ed Tech grants - Tempe Union**

Dissemination Type: Other (Specify)

Dissemination Description: Tempe Union worked with Maricopa Unified School District and Dysart Unified School District, both with high needs districts to replicate the Project Venture professional development model. Collaborated on asking for Ed. Tech grant support for pairing our teachers and technology mentor teachers.

To obtain product: Contact Ellen Dibble, edibble@tuhsd.k12.az.us.

Dissemination Title: **Poster Session at NECC 2001 - Tempe Union**

Dissemination Type:	Professional development presentation
Dissemination Description:	The Tempe Union Project Venture TMTs conducted a Poster session at the 2001 National Educational Computing Conference held in Chicago, IL. The featured how Project Venture was meeting the technology training needs of high school teachers in Tempe, AZ.
To obtain product:	Contact Ellen Dibble, edibble@tuhsd.k12.az.us, at Tempe Union High School District.

Lessons Learned

Lesson Title: New Technology Mentor Teachers (TMTs) - Consortium

Lesson Category: Project implementation

Lesson Description: When a new TMT is hired from outside of a school district, it takes at least one full year for the TMT to establish the relationships needed to work with the teachers and to understand the district's curriculum. It is a must to immerse a new TMT in the project's model and philosophy as well as their district's culture and curriculum. During the 2001-2002 year, 7 new TMTs became a part of Project Venture with half of these coming from outside of the consortium districts. This is when the consortium realized how important some type of immersion training would have been for these new TMTs.

Lesson Title: Supporting State Level Technology Initiatives- Consortium

Lesson Category: Supporting State Level Technology Initiatives ("other" category entered)

Lesson Description: Project Venture has become extremely well known in Arizona as a quality technology project. This is mainly due to PV consortium members becoming actively involved in state level technology activities and being willing to help as needed. Last year, PV Advisory members and TMTs, led by Tempe Union, established the Eastside chapter of AzTEA (Arizona Technology in Education Alliance, an ISTE affiliate). This year Project Venture shared the cost of bringing in Alan November for the Westside AzTEA Conference. The Project Venture director is president-elect of AzTEA and several other PV members are elected or appointed board members. PV Advisory members and TMTs make frequent presentations at AzTEA technology conferences around the state and at MEC (Microcomputers in Education Conference). PV consortium members served on state level committees and helped guide the new K-12 Framework for Technology which has become the framework for Arizona

Lesson Title: Classroom Software and New Lending Library - Creighton

Lesson Category: Project implementation

Lesson Description: Creighton has few district-wide software licenses for their teachers. AppleWorks and Quickmail are the main ones. Some of the school sites have purchased licenses for additional software but not all of them have nor is the software the same from campus to campus. In order to give PV teachers more to use in their classroom, each have been given \$600 their first year to purchase software. Many purchase individual titles that were specific only to their grade level and a specific subject area and if they moved grade levels, it was no longer useful. This year we decided that all new PV teachers would either purchase a classroom license of Inspirations or Kidspiration depending on their grade level. This allowed an additional common software package for TMTs to train and to use. Many exciting ESL learning activates have come as a result of having a standard software package to use. After the purchase of Inspiration or Kidspiration, they were able to purchase additional software titles. As the new technology plan is being created, a new suite of common software is being recommended.

We are also creating a "lending library" of software located at the Project Venture office. Each TMT will be retrieving CD-ROMs and other software that are no longer being used by teachers and they will be made available for others to use. This will provide additional activities for PV classrooms in the district.

Lesson Title: Site Based Technology Mentor Teachers - Creighton

Lesson Category: Project implementation

Lesson Description: Creighton has been fortunate to have 6 TMTs for 9 schools. They are at their school(s) sites 4 days a week and then one day a week at the district to do consortium level activities and plan local activities for our Project Venture teachers. Site based TMTs have many advantages but also have several disadvantages. Creighton TMTs have been put in a difficult position – 4 days on a site and one day coming together at the district. They are pulled between the school(s) culture and the district needs.

Advantages:

They become active participants on their site and become an integral part of the campus.

The TMT becomes immersed in the culture of the campus and has a better understanding of the schools uniqueness and needs.

Relationships are easier to make when the trainer is on the campus most of the week.

It is easier to assess the training needs of the site and offer customized training. TMTs are able to work with more than just the teachers accented in to the

program

Teachers receive "just in time" training when they need it the most.

Drawbacks:

There is a lack of flexibility. If something needs to be at the district level, sites are reluctant to let trainers leave campus, which makes it difficult to have many district level technology initiatives.

It is difficult to support all curriculum initiatives of the district due to time restraints for planning.

There are technology inequities from site to site making some technology training difficult to do.

Competition between sites can cause distress among a group of trainers.

It is often difficult for one person to be able to serve teachers of all grade levels.

Trainers only see each other once a week. They are not able to use their peers for ideas and help as much due being together only once a week.

These advantages and disadvantages are being considered as the district plans for the sustainability of the project beyond the 2002-2003 school year.

***Lesson Title:* Importance of Principal Support - Creighton**

***Lesson* Project implementation**

Category:

Lesson Description:

One PV TMT has learned that some teachers are open to being mentored and others are not. Some teachers need to feel more comfortable with a mentor and may take as much as 1 year to open up and trust their mentor. It really is all about creating a relationship but there is another factor that can affect how a mentor interacts with a mentee. It has nothing to do with mentoring or technology. It has to do with teachers feeling like they are worth something in a school and in the eyes of their peers, especially Principals. As a mentor I have created relationships with my teachers and many of them will tell me very personal things about their interactions with site administration and the Principal. A Principal has the power to make a teacher feel good about him/herself or to make them feel worthless. My confidentiality does not allow me to go to a Principal and ask them why they are treating certain teachers in certain ways. It's very much a political issue and one that cannot be touched by a mentor. As much as I can support and mentor a teacher, I cannot change how they feel when they come to work. The Principal has the ability to change the atmosphere of a school and they also have the ability to make a teacher feel confident about their abilities. I have struggled with this issue a lot this year and don't have any answers except that I can be a positive support person. I guess the lesson learned is that I, in many cases, am the only positive support person available for a teacher and I can help them feel better about their teaching abilities.

Lesson Title: Teacher Learning Process-Creighton

Lesson Category: Project implementation

Lesson Description: One PV TMT is continually learning how to work with new teachers in the area of technology. First of all, I don't even talk to them about technology. It's most important for me to get a feel for what kind of teacher they are and to also become familiar with their curriculum. I worry about their technology skills later. I make sure that they have good classroom management and that they understand how to manage a classroom computer lab. Once we begin working on curriculum and technology integration, I find out what they are comfortable with in terms of skills. I make sure that I am taking them through leveled learning experiences so that they can eventually feel comfortable on their own. This means that I ask them a lot of questions regarding their own technology use. It's possible to learn many skills simultaneously with their students so we begin with those skills. If there are things that they need to do on their own during the weeks I am not on campus, I make them aware of these skills and offer to train them or suggest classes that they can take. I usually end up doing a one-on-one training with the teacher. When the teacher begins to realize that there is a process to learning the basic skills, they begin to layout their projects in this manner throughout the year, instead of starting with something unattainable by their students. There are times when I will not recommend something different that what the teacher wants to do but this is only when I know that it will be a learning experience. I have noticed that when teachers take the time to reflect on a lesson or experience, they are usually very aware of the results. This is when they show interest in being mentored. Many teachers don't feel that they need any coaching or help until something breaks or a lesson bombs. Then they ask for assistance so sometimes I feel that it's OK to let them try things on their own to see how they do.

Lesson Title: Project Evaluation - Creighton

Lesson Category: Evaluating the project

Lesson Description: The evaluation of a project of this magnitude is very difficult carry out. There are too many variables that limit the actual growth that technology can bring forth.

Lesson Title: Training of Project Venture Teachers - Creighton

Lesson Category: Professional development

Lesson Description: Make trainings available to teacher so that they can get to the next level of skills. Too often we concentrated on the basic skills and did not reach the high end users as much as we should have.

Lesson Title: New Skills Learned- Creighton

Lesson Category: Professional development

Lesson Description: A new Technology Mentor teacher was previously a PC user and then came into a Macintosh district. She had to refine her Macintosh skills as well as iMovie, Dreamweaver, Appleworks, and technical troubleshooting.

Lesson Title: Relationship Building is the Key - Creighton

Lesson Category: Professional development

Lesson Description: Being new to the project, one Technology Mentor Teacher wanted to jump right in with coaching and mentoring teachers on effective technology integration. She learned that in order to do this, a relationship must be established first. Many teachers did not want to work with her or invite her into their classroom until that relationship was established, and it has taken all year to build that with some. It is necessary to get to know teachers you work with on a personal level, in addition to professional level in order to maximize this coaching model.

Lesson Title: Creating a Digital Family Story - Creighton

Lesson Category: Working with families

Lesson Description: Students may be motivated and have the desire but the parents must also make the commitment to create a family video by attending courses and checking out equipment. The families that did participate in all the sessions were exposed to technology that they weren't even aware that existed.

Lesson Title: Building Capacity -Kyrene

Lesson Category: Project implementation

Lesson Description: As the number of teacher participants increase yearly, the workload for the mentor teachers also increases. A consideration or change might be to increase mentor positions yearly by building into the grant a budget that would support additional positions. The example below is based on a district with 20,000 students:

Year	District Size	PV Teachers#	Mentors #
1	20 000	21	2

2 20,000 35 3
3 20,000 50 4
4 20,000 60-75 5-6
5 20,000 75-100 7

Feedback from Project Venture teachers who applied and were accepted the first year of the project is that they still want and at times need support in the classroom. Due to the time commitment for the new Project Venture participants, the amount of time to support the Project Venture teachers who were accepted in previous years decreases. New Project Venture teachers who come on board need a significant amount of assistance their first year in the project. The mentor teachers would prefer to continue working with all of their teachers as the years progress instead of feeling like they have to leave some “behind” due to the newer Project Venture teachers coming on board.

Lesson Title: Administrative Support and Knowledge of Technology Necessary for Systemic Change-Kyrene

Lesson Category: Project implementation

Lesson Description: It is imperative that administrators support the efforts of teachers working on integrating technology into teaching and learning. We have seen tremendous gains by schools whose administration supports technology in an effort to enroll the whole school through a project, activity, or Staff Development Day focused on technology and/or appropriate technology integration. Even if administrators are at a low level of personal technology use, if they have a vision for what is possible for students and teachers to accomplish with the use of technology and if they expect teachers to utilize technology, the results are phenomenal. If administrators support teachers in exploring technology professional development opportunities, encourage appropriate technology use in the classroom, listen to the needs of the teachers who are working in technology infused classrooms, and/or provide incentives for teachers, this is where we see systemic change taking place. Examples of support by school administrators:
*Parent Technology Nights*Provide money to teachers to attend local and national educational technology conferences
*Include technology/technology integration as part of their professional development plan and observations.
*Administrators attend technology professional development workshops with teachers after school
*School wide/grade level focus on a pilot project (Web page development, Encarta Class Server, Riverdeep Destination Math Series, Application Service Provider, and/or Blackboard).
*Project Venture teachers requested to present technology training to staff members at staff meetings, on Staff Development Days, or on early release days.
*Ongoing communication with the Department of Information Systems to

discuss training options for their school provided by Project Venture Technology Mentor Teachers.

*Purchase additional software and hardware for schools if money is available (ex. Smartboards, additional computers, software programs such as iMovie and Final Cut Pro).

***Lesson Title:* Mentoring & Coaching Model of Professional Development-Kyrene**

***Lesson Category:* Professional development**

Lesson Description: Teachers are grateful for the Project Venture model of direct support in the classroom setting in addition to the traditional “stand and deliver” model of professional development. This is the first time that teachers have had this type of direct support in the classroom setting. Prior to this time, most professional development programs have been the traditional “stand and deliver” model. Teachers have asked that more mentor teachers be added so that there is more direct support for teachers who are integrating technology into the classroom setting and who want to continue improve their skills in instructional delivery, lesson design, facilitation, and classroom management. Unfortunately, due to budget cuts in the Kyrene School District, adding additional mentors was not possible.

***Lesson Title:* School Administrators Must Support Professional Development and Administrative Support is Essential - Maricopa**

***Lesson Category:* Project implementation**

Lesson Description: We have seen tremendous intellectual and technical growth in the schools where the administrator encourages and supports professional development for the teachers. Project Venture provides free training to the participating schools, but administrators must support the teachers' efforts with financial stipends or in-service training days, if the training is to be widely successful.

The greatest gains we have seen in technology integration have occurred at schools where the administrators have a vision of their students as lifelong, inquisitive learners in a world of technology. Individual teachers may seek extra opportunities without administrative support and encouragement, but the largest gains occur when the administrator supports technology-based professional development, encourages the use of technology in the classroom and provides incentives for the creative and efficient use of technology. Here are some examples of ways our Superintendents have supported Project Venture activities (and consequently the teachers and students):

--Offered technology training on in-service days or half-days

- Provided stipends for technology training during vacations
- Supplied teachers with additional hardware and software if they demonstrate that the equipment will be used effectively
- Sent teachers to educational technology conferences
- Encouraged teachers to use technology presentations at Open House and Parent Night
- Included the use of technology as part of the teacher's evaluation/observation schedule
- Insisted that each teacher will use technology in a certain number of lessons each year
- Provided each teacher with a laptop for school and home use

***Lesson Title:* Kids Don't Know How to Keyboard and Teachers Don't Know How to Teach Them - Maricopa**

***Lesson Category:* Curriculum integration**

Lesson Description: Basic keyboarding skills are often overlooked, and few teachers know how to teach keyboarding effectively. This results in an inefficient use of computer time. Students can learn to keyboard in 1st and 2nd grade, and will acquire a skill they will use for many years to come (until voice-recognition software becomes widespread and affordable, which won't happen any time soon in our small schools).

***Lesson Title:* Infrastructure Development - Maricopa**

***Lesson Category:* Infrastructure development**

Lesson Description: Most of our small rural schools have no "Technology Department." This function is often taken on by the Superintendent, Business Manager or, in some cases, the Bus Driver. Sharing ideas with other schools is essential. We are trying to encourage more contact between the schools, particularly through e-mail, and this is increasing as more of the small schools gain reliable internet access. At some of our schools, Project Venture teachers have taken a leadership role by participating on the school Technology Committee. They have been instrumental in involving other teachers and staff members in the evaluation of the existing technology infrastructure and in proposing improvements. We would like to see more business partnerships and volunteer involvement, but again it has been slow. More efficient networking and technical infrastructure would ease the management woes of the teachers, and encourage more efficient use of technology in the classroom.

***Lesson Title:* Working with Families and the Community - Maricopa**

Lesson Working with families
Category:

Lesson Most of our small schools are located in isolated rural areas of Maricopa County.
Description: Families are often poor, and few have ready access to computers at home. This year we have made some strides in involving the community in outreach projects using the technology at the schools. In the future, we hope that the schools will become focal points of the communities they serve. They could:

- Use the school computer lab for a technology demonstration at Open House or Back-to-School night.
- Provide parent and child technology enrichment activities after school or on the weekend.
- Use the school's technology infrastructure to offer ESL classes to parents and children.

Lesson Title: Curriculum Content: The Way Teachers Learn Best - Maricopa

Lesson Curriculum integration
Category:

Lesson Technology Integration has hidden benefits. Teachers learn technology best
Description: when they can see a direct correlation with what they are doing in the classroom. Through technology, teachers learn along with their students. This reinforces both the Academic Standards for the students and the technology skills for the teacher. In addition, the Project Venture curriculum unit format requires an adherence to the academic standards, a set of procedures to foster student learning, and assessment tools to insure that students are achieving the targeted goals.

Lesson Title: Teaching Teachers with Different Skill Levels - Maricopa

Lesson Working with diverse learners
Category:

Lesson Teaching teachers creative and effective ways to use technology in the classroom
Description: is particularly difficult when there is a wide range of basic skill levels among the participants. Since we deliver technology training to remote school sites we are often not able to offer classes according to skill levels or previous training. One way to do this is to provide some basic training on the topic, and then give the teachers a variety of hands-on activities ranging from simple to complex. Each teacher can proceed at a comfortable pace, ask for help as needed, help a neighbor, and complete assignments after the training period if there is a need or interest.

Lesson Title: Individualizing Professional Development - Maricopa

Lesson Category: Professional development

Lesson Description: An effective way to reach each teacher at his/her own skill level is to deliver one-on-one trainings. Although this method is time consuming, it usually addresses the teacher's individual needs and goals. If there is more than one Project Venture teacher at a school, doing small group trainings allows teachers to focus on specific curriculum or technical areas and also creates an on-site support group so that teachers can help each other when the mentor is not available.

Lesson Title: Classroom Management - Maricopa

Lesson Category: Project implementation

Lesson Description: Selection of teachers for this project should include an evaluation of the teacher's classroom management skills. We have found a correlation between those teachers with good classroom management skills and the success their students have using the technology in the classroom.

In the future, there should be a way of eliminating those teachers who are not fulfilling their duties within the Project without creating bad feelings towards the mentors. Our intent is not to be the evaluators, but it is clear that there may be teachers who are not suited to continue for various reasons.

Lesson Title: Lab Directors: The Front Line - Maricopa

Lesson Category: Curriculum integration

Lesson Description: Half of our schools have computer labs, run by computer lab directors who are often low-paid classroom aides with minimal technical or educational skills. Yet these are the staff members who "teach" technology to the students on a weekly basis.

Next year we hope to involve the lab directors in a joint training session so that they can learn from people at other schools and develop a support group among the small schools. We will also provide classroom management and technology integration ideas to the lab directors, so that they will feel more comfortable offering curriculum-related activities to the teachers.

One final issue related to computer labs: in a few of our schools teachers use computer lab time as their prep time. One lesson learned is that teachers learn technology best when they are in the lab with their students, even if they are not doing the direct instruction on the technology. We can advise the administrators

about this, but we have no control over school policy. We are hoping that better-trained lab directors will encourage more teacher participation in the computer labs.

Lesson Title: **Motivating and Assisting Prospective Project Venture Teachers - Tempe Elem.**

Lesson Category: **Project implementation**

Lesson Description: We have found that arranging classroom visits to current PV teachers helps prospective Project Venture teachers to think about how they might implement the PV model in their classrooms, and gain insight and ideas that will motivate them to apply for PV teacher status and assist them as they begin to incorporate technology integration activities in the classroom.

Lesson Title: **Mentoring is Key-Tempe Elem.**

Lesson Category: **Professional development**

Lesson Description: In our district, each Technology Mentor Teacher supports four to five schools. Though this is a great improvement from the staffing level we had at the beginning of the project, we would still recommend that each Technology Mentor Teacher support one or two schools, in order to implement the program on a faster pace and provide essential support to all teachers and other staff at schools. Mentoring is the key to helping teachers implement technology in ways that support and enhance teaching and learning in the classroom.

Lesson Title: **PV Teacher Collaboration Opportunities- Tempe Elem.**

Lesson Category: **Project implementation**

Lesson Description: Incorporating regular opportunities for PV teachers to meet and discuss implementation of integrated lessons is very important to the success of the project. Our teachers perceive these opportunities to be of great benefit. They developed stronger relationships with other teachers throughout the district who are working on similar tasks. In addition, all of our PV meetings are held at different schools so that our PV teachers see how the model has been implemented in various project classrooms.

Lesson Title: **Developing PV Units/Lessons-Tempe Elem.**

Lesson Category: **Curriculum integration**

Category:

Lesson Description: This year, we tried a new way of helping teachers to develop their PV unit/lesson plans that has so far proved to be more successful. A sub day is offered to each teacher. On that day, the teacher works with their Technology Mentor Teacher to discuss and write the unit/lesson plan. Immediate feedback is given. Sometimes, the TMT assists the teacher in developing written material for the students. This method of lesson plan development provides quality time for mentoring and relationship building as well as a better initial quality in the first draft.

Lesson Title: Laptops for PV Teachers-Tempe Elem.

Lesson Category: Project implementation

Lesson Description: During 2001-2002, we changed the PV hardware model to include a laptop computer for all our PV teachers. This allowed teachers more time to explore software and plan lessons since the iBook could be used at school or at home. Teachers have also used the iBooks during workshops and unit/lesson development time, and make the iBook available to their students as appropriate.

Lesson Title: The Importance of Careful Development of Basic Technology Skills-Tempe Elem.

Lesson Category: Professional development

Lesson Description: In order to implement creative and effective technology activities, a certain level of technology skill is required. In the primary grades, a careful sequence of technology skills development is very important, and should include basic word processing skills, touch typing, and use of technical vocabulary. Whenever possible, these skills should be integrated within the regular curriculum. For instance, teach inserting and deleting by using files that require insertion or deletion of capital letters, punctuation, and so on.

Lesson Title: Preparing Teacher Classrooms for Project Venture- Tempe Elem.

Lesson Category: Project implementation

Lesson Description: We have found that it's best to start the PV teacher application process early so that time remains before the end of the school year to meet teachers in their classrooms in order to plan for technology placement and installation. A technician and a Technology Mentor Teacher visit each classroom, consult with the teacher, and then draw a design for each classroom, based on both instructional and technical factors. During the summer equipment is ordered and

installed to support Internet access from all PV computers. As needed, additional electrical outlets/capacity are added.

***Lesson Title:* Effective Technical Support - Tempe Elem.**

***Lesson Category:* Technical Support - Tempe Elem. ("other" category entered)**

Lesson Description: During the first few years of Project Venture, our district did not have sufficient technical support staff. Because technical support wasn't readily available, our Technology Mentor Teachers often spent time in solving technical problems or installing equipment or software. This detracted from the time they could have spent meeting with teachers, planning lessons, researching, and developing materials. This year more technical support has been available, thus releasing our TMTs to concentrate on instructional and leadership tasks. Communication between Technology Support and Educational Technology is very important. Configuration of labs and classroom computers should be based not only on technical concerns but on instructional needs. Upgrading or updating software may require that professional development opportunities be offered to school staff.

***Lesson Title:* Increasing Technology Integration - Tempe Elem.**

***Lesson Category:* Curriculum integration**

Lesson Description: Though teachers have progressed significantly in the area of curriculum and technology curriculum, there still are a number of teachers who do not readily adopt and implement technology within curriculum, even when given access to significant training and support. There must be a district commitment to increasing the level of technology integration in our schools, with a focus on the use of technology for the purpose of increased student achievement. Possible strategies include:

Continue the Project Venture model. Encourage teachers to apply for additional access to technology in the classroom and to receive extra support from Technology Mentor Teachers. "Just in time" training, coaching, and support is a very effective way to develop teacher skills.

Document and share "best practices." Identify specific activities and techniques that lead to increased student achievement.

Review hiring practices. Use interview practices that give weight to technology skill and knowledge of technology integration within curriculum.

Review compensation practices. Discuss the possible development of merit-

based systems for awarding teachers who develop and implement higher levels of technology integration, attend training, and support their fellow teachers.

Consider establishing requirements for technology skill. Develop testing and observation systems for measuring teacher technology and technology integration skills.

Develop principals' technology and technology integration skills. Implement an organized, formal program for principals, which is fully supported by the Superintendent and Governing Board. Principals can then use these skills and ideas as they work with school staff to envision the future, and will be able to evaluate teacher technology and technology integration skills.

Provide effective technology support. Inoperable equipment and software will frustrate attempts to integrate technology into curriculum.

***Lesson Title:* Marketing Courses-Tempe Union**

***Lesson Category:* Professional development**

Lesson Description: Course attendance was somewhat low this semester. We must do a better job of marketing the courses being offered to get teachers to sign up. Simply putting out a brochure and an email is not as effective as it used to be. One area we did find some success in was contacting the person in charge of professional development at each campus, and offering technology training on an inservice date for that particular campus. These site-based trainings had more participants in classes, and the teacher evaluations of the courses offered was very positive. The one drawback was that we only had 1.5 – 2.0 hours to train, which limited what we could offer.

***Lesson Title:* Evaluating Teacher Applications Who Have More Than 5 Computers in Their Classroom-Tempe Union**

***Lesson Category:* Project implementation**

Lesson Description: This year several teachers applied for Project Venture that already had anywhere from 10 – 14 computers in their classroom. If these teachers were given an additional 5 computer, all data gathered from these classes will be inaccurate. For this reason we were against accepting these applicants, however in all published literature we never stated that a teacher with computers could not apply. We also have several PV teachers who have acquired more computers since joining the program. The ongoing debate is how will data gathered from these classroom affect the Project Venture model, and what to do about this data.

VIII. Project Partners and Participants

Project Partners

Partner Type: Association

Organization: Alliance + Project/Stevens Institute/Savvy Cyber

Partners Description: The Alliance + Project provided free training and materials for the Stevens Institute Savvy Cyber trainers. One school has conducted on-site Savvy Cyber training sessions this year, and another training session is planned for the Fall of 2002. Through the Savvy Cyber training, we have developed a Maricopa County Small Schools Consortium web site with links to individual schools. Our goal is to use the training to help each of our 12 schools develop a web site.

Jill Dingman conducted a full day of training for the Project Venture TMTs in January 2002.

Amount Promised: \$8,000.00

Amount Given: \$8,000.00

Partner Type: Association

Organization: Arizona Tech Corp

Partners Description: Arizona Tech Corps has begun working with our school districts to arrange technical assistance and volunteer support for networking and infrastructure. Since the lack of a reliable infrastructure has been a major impediment to technical training and technology integration, we look forward to a successful partnership with Arizona Tech Corps.

Amount Promised: \$500.00

Amount Given: \$500.00

Partner Type: Association

Organization: Arizona Tech Corps

Partners Arizona Tech Corps has begun working with our Maricopa Small School Districts to

Description: arrange technical assistance and volunteer support for networking and infrastructure. Since the lack of a reliable infrastructure has been a major impediment to technical training and technology integration, we look forward to a successful partnership with Arizona Tech Corps.

Amount Promised: \$500.00

Amount Given: \$500.00

Partner Type: Association

Organization: ASSET (Arizona School Services Through Educational Technology - Consortium)

Partners Description: Current: Responsible for maintaining MyCompass Online Self-Assessment tool and free online professional development courses. Project Venture will be using this to assessment growth of teachers. The external evaluator will work with them to get the needed data.

ASSET allows PV TMTs to use their facilities for trainings.

Kyrene subscribes to professional development services through ASSET, which included on air taping, materials, videos, and My Compass Professional Development.

Several PV TMTs were online facilitators for ASSET's professional development classes during the 2001-2002 school year and will continue during 2002-2003.

Several PV TMTs will become ASP trainers during the 2002-2003 school year.

July, 2000 Assisted in hiring process for new director.

Jan, 2000 Intel Teach to the Future Master Teacher Training

2000 - 2003 Master Teachers will receive a \$3400 stipend over the three year period. LEA's will receive \$7000 in equipment and a years subscription
Office 2000

Encarta training (free of charge training for approximately 300 teachers over the next 3 years)

January, 1999 Consultant for training program and administrative decision-making.

July, 1999 Three trainers attended free one day training to become Thinkquest Trainers. Training set up locally and paid for by ASSET. Training showed us resources for use in classroom, later shared with level 3 teachers.

October, 1998 ASSET provides many useful resources for training and distance learning for schools. ASSET staff has provided consultant services to the Small Schools Consortium in technology visioning and planning, and in the identification of available resources. Additionally, ASSET has supported Project Venture by offering the 12 districts in the Small Schools Consortium a group membership in ASSET.

Amount Promised: \$30,250.00

Amount Given: \$30,250.00

Partner Type: Association

Organization: ASSET (Arizona School Services Through Educational Technology - Kyrene

Partners Description: ASSET paid for 5 trainers to teach 3 classes over a three-year period. 2nd class stipend=\$1,000
3rd class stipend=\$1,500

This year 3 teachers received \$1,000 and 2 teachers received \$1,500 for a total of \$6,000.

Amount Promised: \$6,000.00

Amount Given: \$0.00

Partner Type: Business

Organization: Cisco Systems

Partners Description: Provided the seed money for the EdCare Lab that maintains the Project Venture website which is housed at Arizona State University. Continues to work with the lab on projects.

Amount Promised: \$20,000.00

Amount Given: \$20,000.00

Partner Type: Business

Organization: DarComm

Partners Description: In conjunction with Arizona Tech Corps, DarComm representatives will oversee technical volunteers from a variety of Phoenix area business to help the Maricopa County Small School Consortium districts schools with technical setup and maintenance.

Amount Promised: \$1,000.00

Amount Given: \$1,000.00

Partner Type: Business

Organization: Intel Corp

Partners Description: Intel donated microprocessors for the computers, which were placed in our level 3 teachers' classrooms.

Amount Promised: \$21,600.00

Amount Given: \$21,600.00

Partner Type: Business

Organization: Intel Teach to the Future - Kyrene

Partners Description: 5 Intel master teacher trainers trained approximately 100 teachers this year to integrate technology into the curriculum.

Books at \$90 each for 100 participants = \$9,000 Software donated by Microsoft for the Intel participants:

Encarta software= \$49*100 participants=\$4,900

Microsoft Office 2000=\$85*100 participants=\$85,000

Grand total=\$98,900

\$1,700 per person for additional workstation with Kyrene toolkit software = \$195,500.00

Amount Promised: \$98,900.00

Amount Given: \$195,500.00

Partner Type: Business

Organization:	Intel Teach to the Future/ASSET
Partners Description:	Intel® Teach to the Future is a worldwide effort to help teachers integrate technology into instruction and enhance student learning. As part of the Intel® Innovation in Education initiative, a global, multi-million dollar effort to help realize the possibilities of science and technology in education, it is designed to prepare today's teachers and students for tomorrow's demands. Participating teachers receive extensive training and resources to promote effective technology use in the classroom. The Intel Teach to the Future program is presented with support from Microsoft. This information was obtained from the following URL : http://www.intel.com/education/teach/index.htm
Amount Promised:	\$20,000.00
Amount Given:	\$20,000.00

Partner Type: Business

Organization:	US West
Partners Description:	US West has provided ongoing technical support and advice in our efforts to develop and implement a Wide Area Network for the Maricopa Small Schools Consortium. Additionally, US West representatives have provided assistance and support to facilitate Internet connectivity for some of our more distant, isolated schools.
Amount Promised:	\$1,000.00
Amount Given:	\$1,000.00

Partner Type: College/university

Organization:	Arizona State University - Kyrene
Partners Description:	\$3,000 for instructor's salary. District's contribution: Project Venture instructor to teach integration of math and technology course.
Amount Promised:	\$3,000.00
Amount Given:	\$0.00

Partner Type: College/university

Organization:	Northern Arizona University - Kyrene
Partners Description:	\$2,000 for instructor's salary. District's contribution: Instructor to teach an educational technology course.
Amount Promised:	\$2,000.00
Amount Given:	\$0.00

Partner Type: Communications company

Organization:	Sun City West Computer Club
Partners Description:	This group of senior citizen volunteers has facilitated the acquisition and installation of "old" computers and printers in many of the Small Schools. Members of the Sun City West Computer Club rescue computers and other hardware from businesses where they are no longer needed. The volunteers refurbish the equipment, deliver it to the schools, and assist in set-up if needed.
Amount Promised:	\$10,000.00
Amount Given:	\$10,000.00

Partner Type: Foundation

Organization:	Bill and Melinda Gates Foundation - Tempe Union
Partners Description:	The Bill & Melinda Gates Foundation has awarded ICT a \$10 M grant to provide expanded training and support to the Intel® Teach to the Future program. ICT plays a major role in curriculum development, training of trainers, and management of this Intel program. ICT also plays a major role in the international Intel® Teach to the Future program. Intel, the Bill & Melinda Gates Foundation, and ICT share the philosophy that the effective use of computers in classrooms takes thoughtful integration of technology into classroom curriculum through in depth professional development opportunities for teachers.
Amount Promised:	\$35,000.00
Amount Given:	\$35,000.00

Partner Type: Foundation

Organization: Medronics Foundation

Partners Description: Grant to purchase computer controlled Lego sets for use in science class. Grant prepared and submitted with the help of our local business partner Medtronic.

Amount Promised: \$7,100.00

Amount Given: \$7,100.00

Partner Type: City of Tempe ("other" type entered)

Organization: City of Tempe - Kyrene

Partners Description: 30 HP Printers valued at 30*\$100=\$3,000

Amount Promised: \$3,000.00

Amount Given: \$3,000.00

Partner Type: County ("other" type entered)

Organization: Maricopa County Small Schools Consortium/Maricopa County Regional Schools District #509 and 512

Partners Description: In conjunction with the Maricopa County School Superintendent's Office (MCSSO), the Maricopa County Regional School district has provided ongoing support for the Small Schools Consortium and Project Venture. All fiscal activities of the Small Schools Consortium and Project Venture, including purchases, accounting, and payroll, are conducted through the Business Department of the Regional School District. The County has hosted Project Venture staff throughout the year and has provided space for Small Schools Consortium meetings. In addition, the County has provided computers, office supplies and telephones to the Project Venture Mentors.

Amount Promised: \$15,000.00

Amount Given: \$15,000.00

Partner Type: Hardware vendor

Organization: Apple Computer

Partners Description: Apple offers Project Venture technical advise and consultation as needed for program design and implementation and assistance with dissemination of project outcomes. Provided give-aways for several Project Venture meetings. Working to revise the AzLI website.

During 2001-2002, Apple conducted two-days of training using equipment purchased with TICG supplemental funds.

Amount Promised: \$0.00

Amount Given: \$8,000.00

Partner Type: Hardware vendor

Organization: Asanté Technologies, Inc.

Partners Description: In exchange for reviewing 8 technology plans competing for a technology grant Tempe Union HS District was awarded one Friendly Net – wireless cable/DSL router. This router is currently being installed in a teacher classroom to facilitate student collaboration.

Amount Promised: \$289.00

Amount Given: \$289.00

Partner Type: Hardware vendor

Organization: Compaq Computer

Partners Description: Provide the server for the EdCare Lab to keep Project Venture's evaluation online data.

Amount Promised: \$5,000.00

Amount Given: \$5,000.00

Partner Type: LEA (and assoc. schools)*

Organization: Creighton Elementary School District

Partners Description: Member of Project Venture Consortium and fiscal agent. The figure above represents the inkind contribution by Creighton. Additional inkind would be the Director's

office space.

**Amount
Promised:** \$770,849.97

**Amount
Given:** \$770,849.97

Partner Type: LEA (and assoc. schools)*

Organization: Kyrene School District

**Partners
Description:** In Kind M & O Money

1. 100% of Instructional Technology budget
 - 2 salaries=\$76,000
 - Extended contracts=\$18,560.13
 - Performance contracts=\$11,980
 - Supplies=\$7,888.18
 - Printing=\$1,328.03
 - Staff Development=\$2,574.57
 - School Business=\$14,424.09
- Total=\$132,755.00
2. Intel/Asset
\$244.59
3. 25% of Network
\$33,498.00
4. 25% of User Support
\$88,928.00
5. 25% of Administration
\$43,285.75
6. 5% of Data Processing
\$10,917.00
- Total In Kind Money from M & O Budget
\$309,628.34
- In Kind Capital Money 2001-2002
1. Project Venture
 - Training \$239.40
 - Software Total \$142,050.85
 - Kidspiration/Inspiration \$141,393.60
 - CD's - Kidspiration/Inspiration \$657.25

--Projection Systems (17 ea.) Hitachi \$39,272.00
--Video Total \$8223.17
(2 ea.) Tri-pod w/head \$309.17
Cannon Camcorders GL1 & ZR207,
(3 ea.) \$7,914.00
--Furniture Total \$59,801.00
(120 ea.) tables \$ 51,758.00
(120 ea. Keyboard trays \$8,043.00
--Workstations \$46,137.00
--100% Smartboards w/stands 2 ea \$4,919.00
--Scanners \$17,176.60
--Laptops Total \$51,612.18
(6 ea.) Powerbooks G4 (Titaniums \$21,119.50
(4 ea.) Inspiron 8100 \$12,894.00
(10 ea.) iBooks \$17,598.68

Total PV Capital In Kind Contribution: \$369,431.20

2. Intel/ASSET

--(5 ea.) Adobe Acrobat \$276.25
--Workstations total \$125,032.47
\$69,206.00
\$55,826.47
--Surge Protectors PV/Intel 133 ea \$1,243.60

Total Intel/ASSET Capital In Kind Contribution: \$126,552.32

3. Encarta

--Parts Total \$2266.70
Hard drive for server \$1,499.03
\$767.67

Total Encarta Capital In Kind Contribution: \$2,266.70

4. Labs

--Installation & parts to secure computer lab doors at Milenio, Estrella and Manitas
\$9,464.86
--GX150 workstations for Manitas Lab \$44,664.96
--Wiring at Colina and Mirada \$10,059.58
--(1 ea.) Easy GradePro for Aprende Lab \$206.00
--Cabling for Pueblo Lab \$539.42

Total Lab Capital In Kind Contribution: \$64,934.82

Grand Total of In Kind Money for Project Venture:
\$ 872,813.38

Amount \$872.81

Promised:

Amount Given: \$872.81

Partner Type: LEA (and assoc. schools)*

Organization: Tempe Elem. School District #3

Partners Description: Member of Project Venture Consortium. The figure above represent inkind contribution as follows:

Educational Technology Specialist and Instructors, with benefits (3) \$150,000

Use of training lab for Consortium TMT Training \$100

Computers, peripherals, software, switches, etc. for Project Venture classrooms \$105,000

Amount Promised: \$255,100.00

Amount Given: \$255,100.00

Partner Type: LEA (and assoc. schools)*

Organization: Tempe Union High District

Partners Description: Partner in consortium receiving grant. The amount listed here represents actual expenditures for support of the PV classrooms and personnel expenses for support of the PV teachers, not teacher salaries or items normally associated with classroom equipment.

Amount Promised: \$195,003.74

Amount Given: \$195,003.74

Partner Type: TICG grant recipient ("other" type entered)

Organization: NatureShift Linking Learning to Life - Consortium

Partners Description: The Project Venture model was shared with the NatureShift Project and the possibility of the two projects combining talents, resources, and expertise was discussed. Individual teachers may receive stipends for field testing materials.

Amount Promised: \$0.00

Amount Given: \$0.00

Partner Type: other State Agency

Organization: Regional Training Center (RTC) - Consortium

Partners Description: March, 2000 Creighton TMTs Attended 1/2 day Marco Polo Training free of charge and received notebook of instructional guides and resources. Used with teachers in March 2001.

August, 1999 The Tempe RTC has offered many training opportunities to schools in the Maricopa County Small Schools Consortium. These services have been provided through regularly scheduled RTC trainings as well as on-site assistance. This year the RTC provided free training on the Marco Polo web site, which we will share in our Internet trainings. The RTC also provided valuable assistance in the preparation of our schools' Technology Literacy Challenge grant applications.

Amount Promised: \$3,750.00

Amount Given: \$3,750.00

Partner Type: Private school

Organization: Phoenix Country Day School

Partners Description: Undisclosed amount from private donor

Undisclosed amount from private donor for teacher pay, software, training, and instructor pay.

This is a program supported by a private foundation called the Alliance for Teacher Excellence. The Alliance program is for teachers who spend two weeks in the summer and on six Saturdays throughout the school year learning how to integrate technology into the teaching and learning process, developing units, and publishing and posting projects they have produced. Several Project Venture teachers have been involved or have gone on to apply for the Project Venture program in Tempe District #3.

Amount Promised: \$0.00

Amount Given: \$0.00

Partner Type: Private school

Organization: Phoenix Country Day School - Tempe Elem.

Partners Description: Undisclosed amount from private donor for teacher pay, software, books, training, and instructor pay.

This is a program supported by a private foundation called the Alliance for Teacher Excellence. The Alliance program is for teachers who spend two weeks in the summer and on six Saturdays throughout the school year learning how to integrate technology into the teaching and learning process, developing units, and publishing and posting projects they have produced. Two Project Venture teachers were involved this year and another went on to apply for and was accepted into the Project Venture program in Tempe District #3.

Amount Promised: \$0.00

Amount Given: \$0.00

Partner Type: School partner (not associated with an LEA partner)

Organization: Peoria School District, Microsoft, and Kyrene School District

Partners Description: \$10,000 Peoria School District
\$5,000 Microsoft
\$10,000 Kyrene School District's contribution

Total amount \$25,000 from three organizations

Peoria School District, Kyrene School District, and Microsoft are working on creating a data warehouse for tracking student learning. It is a pilot program and these three organizations share the cost. This data warehouse will gather student data and assessment information more easily.

Amount Promised: \$25,000.00

Amount Given: \$25,000.00

Partner Type: Software vendor

Organization:	Microsoft Education Division
Partners Description:	Original Partner in grant. Donated copies of Microsoft Office for trainers
Amount Promised:	\$1,500.00
Amount Given:	\$1,500.00

Partner Type: Software vendor

Organization:	Tom Snyder Productions
Partners Description:	Creighton District's Project Venture teachers this year were given a software budget to equip their minilabs with educational software specific to their curriculum. As a great deal of Tom Snyder software was purchased, a relationship was established. To further assist our teachers, Tom Snyder donated costs (consultant and travel) for a one day One-Computer-Classroom workshop targeted to potential level III teacher applicants. We offered the workshop during off-contract time, and had 20 teachers attend. Many of those teachers did apply for 00-01 school year participation.
Amount Promised:	\$2,000.00
Amount Given:	\$2,000.00

Partner Type: State education agency

Organization:	Arizona Department of Education
Partners Description:	Original partner of the consortium and helped write the grant proposal. Continues to support Project Venture activities by making referrals to those interested in Technology Professional Development to the consortium. Also, includes us in many state-level projects. Project Venture Director is extremely involved in the new Ed Tech grant process. She helped create the scoring rubric used in the 2002-2003 application process as well as served as a team leader in scoring Ed Tech Grants. 5 Project Venture Consortium members and TMTs assisted in the ADE Technology Conference in April, 2002.
Amount Promised:	\$1,000.00
Amount Given:	\$1,000.00

Given:

Amount *Promised: \$1,543,215.52 Given: \$1,636,815.52*
Totals:

Project Participants

Total Number of Students Served: 18,454

Total Number of Teachers Involved: 249

Total Number of Administrators Involved: 125

Total Number of Parents Involved: 1,006

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