

Technology Innovation Challenge Grant Program Performance Report

Project Venture

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I. General Information

<i>Project Name:</i>	Project Venture		
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II. Executive Summary

Project Venture is a consortium made 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 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; Kyrene Elementary - Suburban; Maricopa County Small School District Consortium - Rural; Tempe Elementary

- Urban; Tempe Union High School Districts - Suburban. Project Venture's Year 3 has been a year of continued growth toward meeting the goals of the grant with a 50% increase in the number of teachers trained from Year 2.

Year 3 has also been one of changes in both administrative and evaluation personnel. The original grant director was to relocate out of state and a replacement was hired in July 2000. Also the grant's external evaluator was replaced in January 2001. Even with the changes of key personnel, the 3rd year finished strong with the Project Venture Advisory group and consortium actively working together and building a strong relationship that will last for years to come. Building upon Year 2's establishment of a solid foundation of beliefs, procedures, and the development of evaluation tools and protocols to measure successes of the Project Venture training model, this year has been one of refining the processes and tools and being actively involved with the new state-level technology initiatives.

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" legislation and the formation of the Arizona's Schools Facility Board (SFB), 36,044 computers have been purchased and placed in classrooms across the state this school year, at no cost to the districts. This increases Arizona's student/computer ratio to 8:1. For every computer purchased, \$60 was allocated for professional development and Project Venture was highly involved in the development of the training model. In the coming school year, the SFB will 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. The Application Service Provider (ASP) will assist in bridging Arizona's digital divide by providing standards correlated curriculum content, a student assessment and portfolio tracking system and teacher resource management services. Within 18 months, every district in Arizona will be at the same high-level of networking and have access to the same quality online resources.

In addition, the State School Board authorized the revision of the 1996 Arizona Technology Standards and several Project Venture consortium members served on the revision committee. The revised Technology Standards were adopted September 25, 2000. Project Venture is eager to meet the challenge of helping teachers in the consortium districts utilize the new hardware and software resources and implement the revised technology standards provided by the state of Arizona.

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. Last year was spent in the hiring and training of the Technology Mentor Teachers. This year has been spent in refining their roles and continued training. In addition to the 15 TMTs provided by grant funds, 5 additional technology trainers (Kyrene and Tempe Elem) have joined in the effort. With 20 TMTs in place, progress toward fully meeting Goal #1 is becoming a reality. Project Venture TMTs provided training or coaching/mentoring for more than 2100 teachers this year and have impacted 14,770 students. The Year 3 Evaluation report will give a better snapshot of the effectiveness of the professional development delivered during this year.

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

Building infrastructure was the main focus of Years 1 and 2. For Year 3, the consortium districts continued to provide the necessary hardware and software but were given an added bonus by having the state purchase additional computers. Some consortium districts benefited more from the SFB computer purchase than others. The infrastructure challenges facing some of the Maricopa Country Small School Districts will be addressed by the SFB spending \$100 million to bring all districts up to the same standard for networking. The consortium members continue to work closely their MIS and Technology Departments in order for Project Venture teachers to have the support they need.

The Project Venture Advisory group is working well together and was faced with several major decisions this year. The ability to solve problems and reach solutions using a consensus method has created a close bond within

the consortium. Rotating the Advisory meetings around the consortium has also allowed the group to get to know each other better and to see the day-to-day operations of the other districts.

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.

Year 2 ended without a uniform lesson plan format being used consortium-wide. Some used the Apple's Unit of Practice format; other used the Intel Teach for the Future lesson plan. During the early part of Year 3, the consortium created and began using a lesson plan format that met the needs of all consortium districts. A common rubric is being used to assure the lesson plans are of high quality. The lesson plan format can be found in the uploaded section of the TICG database.

Currently, all integrated lesson plans are housed on the Project Venture website. However, as the numbers of lesson plans increase, the consortium is looking for a more robust way to provide the lesson plans to teachers statewide. The Project Director is working the local Apple Computer staff and other technology groups to revitalize the Arizona Learning Interchange, AzLI, to create a portal where lesson plans can be searched by grade level, subject and/or state content and technology standards. AzLI has a much needed 24-hour, 7-day a week support system that is necessary to accommodate the consortium needs. A decision will be made during the summer to use AzLI to house the lesson plans created by Project Venture teachers.

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.

Much effort has been made during Year 3 towards fulfilling this goal. In January 2001, a new external evaluator was hired and data collection began in February and was completed during the third week of May. The current evaluation plan includes a more qualitative evaluation approach than the previous one. The approach also includes student focus groups, ethnographies and an administrator survey. A classroom observation tool was created and has a high inter-reliability factor between evaluators. Clear progress has been made toward creating an evaluation protocol that can be replicated by other school districts. Currently, the external evaluator is preparing the evaluation report that is due September 30, 2001.

Project Venture's third year has been an extremely busy but also highly successful year. Due to several state technology initiatives, Project Venture is in a good position to affect technology in a way never conceived. It is emerging 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: In the 2nd full year of operation, the project has made great strides toward meeting this goal. Along with the fifteen Technology Mentor Trainers (TMTs) that have been hired across the consortium, there are 5 additional trainers (Kyrene and Tempe Elem.) who are lending support toward meeting this goal. The five additional technology trainers attend most of the TMT monthly meetings and have participated in other consortium activities and are considered to be a vital part of the TMT efforts. One consortium district reported that two additional trainers have been recommended during the 2001-2002 school year. This will greatly impact that district's ability to fulfill Goal 1 and the new trainers will be included in all Project Venture TMT activities.

These twenty TMTs work directly with the teachers in their districts. TMTs work with teachers that have been identified as being in one of the five levels of technology expertise. For the past two years, teachers have taken an online self-assessment created by the Project Venture administrative group in order to determine their skill level. Unfortunately, this instrument does not give any immediate feedback.

Due to the efforts of the Arizona's School Facility Board, computers were given to districts in order to bring the student/computer ratio to 1: 8. Along with the hardware, the state provided funding for technology professional development to all teachers in the state. ASSET (Arizona School Services through Educational Technology) has been given the charge to create a professional development model to meet the technology training needs of teachers all around the state. At the heart of the model is an online technology self-assessment, MyCompass, <http://www.asset.asu.edu/mycompass/>, available for all teachers, administrators and technicians in Arizona. This online tool gives those who take it immediate feedback through a series of bar charts that show their skill proficiency level which runs from Entry (Level 1) to Proficient (Level 4). It will also produce a personal profile that will recommend online courses for teachers to take in order to move to the next level. Project Venture is wholeheartedly endorsing this new self-assessment and will begin using it when it comes online the second week of June 2001.

A major role of the TMT is to develop relationships with the Level III teachers in order to help them implement technology integration strategies into their classrooms. Some TMTs are assigned to only one school site and are able to become integrally involved with the entire school staff. While others are responsible for several schools and only work directly with Level III Project Venture teachers. Level III teachers have been specifically chosen to participate in Project Venture through a rigorous application process and are regularly coached and mentored by the TMTs. This close relationship encourages the use of technology integration in the classroom and the TMT assists with direct instruction, co-teaching or team teaching as necessary.

The TMTs have prepared themselves for the coaching/mentoring role by completing a 7-day Cognitive Coaching© workshop, created Art Costa and Robert Garmstrom, <http://www.cognitivecoaching.cc>. During Year 2, TMTs completed 3 of the 7 days and finished the other four Cognitive Coaching© training days in Year 3. This training has given each TMT new tools so they can help teachers discover how they want to use technology in their classrooms. Cognitive Coaching© has been so well received that one of the consortium districts is having all mentors who work with new teachers in their district complete Cognitive Coaching training.

Job descriptions for TMTs were better refined during this year, yet are still evolving. Each district is working within the context of their own culture in order to implement this type of professional

development model. Many districts have had traditional training models with centralized classes. The use of TMTs has been a catalyst of change in the way professional development is offered at several of the consortium districts. The evaluation report due September 2001 should reveal additional information about the development of the TMTs roles and job descriptions.

In conjunction with the coaching/mentoring, the professional development model being used by Project Venture utilizes customized training courses and materials delivered by Technology Mentor Trainers (TMTs). It is through the district and site level training classes that Level I and II teachers are served. Also, TMTs encourage Level III teachers to attend outside workshops, conferences, and seminars. They also arrange for classroom and off-campus site visits and facilitate peer discussions among Level III teachers.

More than 2,100 teachers were trained during Year 3. This is a marked increase in the 1,229 teachers impacted during Year 2. Project Venture is making major steps toward fulfilling Goal 1.

§ Activity I. (PD) TMT Training - Consortium

Activity Description: As a part of monthly meetings, a variety of training has been provided. Below are specific dates and topics of training for the consortium Technology Mentor Teachers:

November 17, 2000 - Tempe Elem.

Math and Technology Integration Activities and Exploring Western Cluster TICG curriculum resources

December 14, 2000 - Kyrene

Excel Training

March 9, 2001 - Kyrene

"Legal Issues and Technology" and exploring student/teacher resource materials from TICG Western Cluster and Carlos Bill's ESL/Bilingual websites.

April 23, 2001 - Kyrene

Workshop on Evaluating Websites and Effective Searching Strategies

Number of school staff participants: 20

Professional development contact hours: 3

Professional development number of days: 4

§ Activity II. (PD) Cognitive Coaching Training for TMTs - Consortium

Activity Description: Completed the remaining four days of Cognitive Coaching in order to strengthen the TMTs ability to work with Level III teachers. The TMTs and additional Creighton's staff development teachers-on-assignment attended on the following dates:

November 8 and 9, 2000

January 18, 2001

February 8, 2001

Number of school staff participants: 30

Professional development contact hours: 8

Professional development number of days: 4

§ Activity III. (PD) Site Visits to Other Schools - Creighton

Activity Description: Several teachers from Creighton have visited classrooms in other Creighton School, Project Venture consortium and non-Project Venture classrooms around the Phoenix metropolitan area. By seeing how others set-up their classroom and utilize technology, the teachers gained valuable information.

Number of school staff participants: 10

Professional development contact hours: 3

Professional development number of days: 3

§ Activity IV. (PD) Project Venture Teacher Training - Creighton

Activity Description: Two days per year are planned during off-contract times for all 1st, 2nd and 3rd year Project Venture teachers. Here are the dates and topics for the days for the 2000-2001 year:

September 9, 2000 - Software Demonstrations

The TMTs demonstrated a variety of software packages with the intent to help teachers make sound make purchasing decisions. There was adequate time for teachers to explore the different software packages.

March 16, 2001 - The New Lesson Plan Format and Marco Polo Training

The new lesson plan format was presented and thoroughly discussed. Also there was 2 hour training on using the Marco Polo curriculum website. Each teacher had time to explore the website.

Number of school staff participants: 40

Professional development contact hours: 4

Professional development number of days: 2

§ Activity V. (PD) TMT Development - Creighton

Activity Description: During the Friday meetings, a variety of training has occurred. The following are examples:

Trained on the use of Glencoe Reading materials

Trained on the GeoScope, genetic software for 8th grade curriculum

Attended Marco Polo Training at ASU West

Attended BlackBoard training at Estrella Mountain Community College and toured high tech center

Attended Internet-Savvy Learner: A Seminar for Leaders: Supporting Internet Integration into

Classroom Teaching and Learning at the YWCA Training Center. Attended two break-out sessions and one large group session.

Received Word Basic training

Apple Training OS X (1)

Apple Training: Video (1)

Number of school staff participants: 6

Professional development contact hours: 3

Professional development number of days: 9

§ Activity VI. (PD) Level I Training - Creighton

Activity Description: The following Level I classes were offered:

Appleworks Paint and Draw

Basic Internet

Basic Word

Basic Word Processing

Claris Works Basics

GaggleNet Email

Quickmail Pro 2.0

New Teacher Technology Training: Apple Work, Email and AUP and Internet Use

Number of school staff participants: 158

Professional development contact hours: 3

Professional development number of days: 15

§ Activity VII. (PD) Level II Training - Creighton

Activity Description: The following Level II classes were offered:

Claris Works Spreadsheets

Classroom Newsletter

Database

Glencoe Software

Inspiration

KidPix Studio Deluxe
Scholastic Web Site
StoryBook Weaver

Number of school staff participants: 157
Professional development contact hours: 3
Professional development number of days: 15

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

Activity Description: The following Level III & IV courses were offered:

2nd Language Resources
5 Computer Classroom
Holiday Database
Hyperstudio
Intermediate Internet
Intermediate Word
K-8 Internet Integration
MS Power Point
Online Web Generator
Online Web Pages
Spreadsheet Wizards
Spreadsheets for K-2 Teachers
Technology and Language Arts Integration
Web Publishing
Advanced Internet

Number of school staff participants: 193
Professional development contact hours: 3
Professional development number of days: 33

§ Activity IX. (PD) Coaching/Mentoring on Site - Creighton

Activity Description: Scheduled meeting times with teachers on site to plan integration.

Training occurred as well as generating lesson ideas. Used Cognitive Coaching skills as needed.

Number of school staff participants: 329
Professional development contact hours: 1
Professional development number of days: 155

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

Activity Description: Because our TMTs are located on school sites, as much training occurs at the school site as it does at a central district location.

Examples of classes held are as follows:

Web Page Development
Digital Camera
Marco Polo
Glencoe Reading Materials
Graphing
Educational websites for curriculum areas
Troubleshooting
PowerPoint
KidPix

Number of school staff participants: 185
Professional development contact hours: 2
Professional development number of days: 8

§ Activity XI. (PD) ESL/Bilingual Website Presentation at Technology Conferences - Creighton

Activity Description: Carlos Bill, a TMT from Creighton, has presented at following two major state technology conferences:

Tucson Technology Conference, Jan. 2001
Microcomputers in Education Conference, March 2001

Number of school staff participants: 100
Professional development contact hours: 1
Professional development number of days: 3

§ Activity XII. (PD) Level I Classes - Kyrene

Activity Description: The following Level I training classes were offered:

Open Lab: Word, PowerPoint and Excel
Introduction to Spreadsheets
Beginning PowerPoint
Beginning HyperStudio
Beginning Email
Internet Basics
Make and Take Helpful Tips and Hints
Introduction to Appleworks

Number of school staff participants: 82
Professional development contact hours: 3
Professional development number of days: 8

§ Activity XIII. (PD) Level II Classes - Kyrene

Activity Description: The following Level II classes were offered:

Intermediate HyperStudio
Advanced Email
Intermediate Internet
Electronic Data for Site Improvement Plans
Excel Pivot Tables

Number of school staff participants: 40
Professional development contact hours: 3
Professional development number of days: 5

§ Activity XIV. (PD) Level III Classes - Kyrene

Activity Description: The following Level III professional development classes were offered:

Utilizing Peripherals
Advanced Internet
Intermediate/Advanced Word
Making Connections between Technology and Curriculum K-2
Making Connections between Technology and Curriculum 3-5
Making Connections between Technology and Curriculum 6-8
Making Connections between Technology and Curriculum K-5
Making Connections Exemplary Models K-8

Number of school staff participants: 103
Professional development contact hours: 4
Professional development number of days: 23

§ Activity XV. (PD) Level IV Classes - Kyrene

Activity Description: The following Level IV Professional Development Classes were offered:

Electronic Portfolios Open Lab
Electronic Portfolios
Marco Polo Projects

Advanced Hyper Studio
Web Page Design
Intel Teach to the Future
Intermediate Access
Visual Learning through Video Productions
Problem Based Learning and Projects
Web Mastering Advanced
Making Connections between Technology and Curriculum K-2
Making Connections between Technology and Curriculum 3-5

Number of school staff participants: 279
Professional development contact hours: 3
Professional development number of days: 18

§ Activity XVI. (PD) Professional Development for Project Venture Teachers - Kyrene

Activity Description: The following classes were offered for Project Venture Teachers:

Microsoft ME Movie Maker
iMac iMovie
Mimio Whiteboard

Number of school staff participants: 25
Professional development contact hours: 2
Professional development number of days: 3

§ Activity XVII. (PD) Conferences for Project Venture Teachers - Kyrene

Activity Description: Each Project Venture teacher had the opportunity to attend 1 conference.

If they did not choose to go, they could use their funds to purchase new software, manual or peripheral device for their classroom.

The following conferences were offered:

Tucson Technology Conference
MEC Conference
NSBA Conference
NSDC Conference
NCTM Conference
Western Cluster Conference
Technology Summit by Microsoft

Number of school staff participants: 25
Professional development contact hours: 16
Professional development number of days: 31

§ Activity XVIII. (PD) Summer Institutes - Level I and II - Maricopa

Activity Description: The following Level I and II summer institutes were offered:

Entry-level training in Level I -- Windows, Internet and Word

Level II Training in Word, PowerPoint and Excel, with an emphasis on technology integration.

Number of school staff participants: 52
Professional development contact hours: 4
Professional development number of days: 1

§ Activity XIX. (PD) Level I and II Technology Workshops - Maricopa

Activity Description: The following were Level I and Level II workshops were offered:

Level I Entry-level training in Windows, Word and the Internet

Level II Training in Word, PowerPoint and Excel, with an emphasis on technology integration.

Number of school staff participants: 320

Professional development contact hours: 2

Professional development number of days: 6

§ Activity XX. (PD) Level III Project Venture Teacher Workshop

Activity Description: All-day workshop designed for Project Venture Teachers, with an emphasis on Arizona State Technology and Academic standards and the fluent use of technology in the classroom.

Number of school staff participants: 25

Professional development contact hours: 6

Professional development number of days: 3

§ Activity XXI. (PD) Coaching and Mentoring - Maricopa

Activity Description: Coaching and mentoring based on the level of the teacher. Further explanations are as follows:

Level I - Working with Project Venture Teachers to plan lessons, collaborate, model teach a lesson.

Level II - 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.

Level III 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.

Number of school staff participants: 59

Professional development contact hours: 1

Professional development number of days: 10

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

Activity Description: Level II courses help participants increase technology skills, use instructional software with students, and explore Internet resources. The focus is on personal productivity, and developing teacher readiness for technology integration into classroom curriculum.

COURSES OFFERED:

Accelerated Reader Tips & Techniques

Inspiration

Intermediate AppleWorks

Intermediate Desktop Basics & Troubleshooting

Intermediate E-Mail and Internet

Introduction to AppleWorks Spreadsheet

Introduction to PowerPoint

Weaving the Web into Mathematics

Number of school staff participants: 118

Professional development contact hours: 5

Professional development number of days: 17

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

Activity Description: Level III courses emphasize integration of technology within classroom curriculum, and require that participants have a reasonable level of technological skill. Advanced technical skills are taught in many of these classes; however the focus is on classroom technology integration. Project Venture teachers participated in curriculum writing days in which specific training was given regarding Arizona State Standards, assessment, and the use of the Project Venture Unit/Lesson Plan template.

IN-SERVICE COURSES and CURRICULUM WRITING

Advanced E-Mail and Internet

Classroom Video Basics
Project Venture Curriculum Writing
Riverdeep Training
Web Page Development

Number of school staff participants: 118
Professional development contact hours: 10
Professional development number of days: 18

**§ Activity XXIV. (PD) Coaching and One-on-One Support for Project Venture 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.

During the 2000-2001 school year, Technology Mentor Teachers provided approximately 720 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: 144

§ Activity XXV. (PD) Specialty Workshops - Tempe Elem

Activity Description: The following are special workshops held throughout the 2000-2001 school year:

Accelerated Reader Workshops

12 of Tempe School District #3's 23 schools have purchased Accelerated Reader/Star Assessment for their school, and are at varying stages of implementation. Workshops included information about AR implementation, student record keeping, and use of the management system, AR provides a motivational system for student reading, as well as data for teachers as they plan for individual student needs in the area of reading instruction.

New Lab Workshops

New computer labs were installed in a number of Tempe School District #3 schools. Workshops were given to introduce teachers and other staff to the new labs, and taught such skills as signing into Macintosh Manager, saving documents, and using instructional and productivity software. These workshops occurred on site, lasted two hours (on average), and were held on one day.

Site-based Workshops

A number of site-based workshops were held during the 2000-2001 school year, on a variety of topics and by request of principals and/or school staff.

ClarisWorks for Kids and Website Review

Digital Camcorder Training

Digital Camera Training

Introduction to Inspiration

Introduction to PowerPoint

Matching Math Software to Standards

Math and Technology Integration Workshop K-5

Middle School Math/Science Lab Training

Web Page Development

Word Processing Workshop

Number of school staff participants: 618
Professional development contact hours: 2
Professional development number of days: 41

§ Activity XXVI. (PD) District-Wide Reading, Writing, and Math Workshops- Tempe

Elem

Activity Description: During the 2000-2001 an early release day was established in Tempe School District #3. During six of those afternoons, district-wide workshops were held to increase teacher skill in teaching math and the language arts. Ed Tech staff and many of the other workshop instructors fully participated in planning and instruction during these workshops and incorporated a number of technology integration activities.

Number of school staff participants: 300

Professional development contact hours: 12

Professional development number of days: 6

§ Activity XXVII. (PD) Middle School Math and Technology Integration Workshops - Tempe Elem

Activity Description: This workshop provided Middle School Math and Science teachers with ideas and information about the integration of technology within the mathematics curriculum. The workshop also included hands-on practice with software available in the districts new Math/Science Computer Labs (Geometer's Sketchpad, LogoMotion, Math Mysteries, Astro Algebra, Geometry, Microsoft Office, AppleWorks)

Number of school staff participants: 38

Professional development contact hours: 5

Professional development number of days: 6

§ Activity XXVIII. (PD) Industrial Technology Training

Activity Description: During Summer 2000, an Industrial Technology Lab was installed in each of our four middle schools.

Through the use of the lab's instructional software and hands-on technology/construction activities, students learn about various technological careers and are introduced to laser engraving, mills, lathes, aerodynamics, and other industrial technology equipment and concepts.

Number of school staff participants: 9

Professional development contact hours: 33

Professional development number of days: 9

§ Activity XXIX. (PD) Conferences, Workshops, and Training for Ed Tech Staff - Tempe Elem.

Activity Description: One or more Ed Tech staff member attended these workshops and conferences during 2000-2001. Some of these events were also attended by Tech Support Staff. They are as follows:

AzTEA (Arizona Technology in Education Alliance) Conference, August 1 and 2, 2000.

MEC Conference (ASU's Microcomputers in Education Conference), March 12-14, 2001.

Western Cluster Meeting, Sept. 12-14, 2000

MovieWorks Demonstration, Oct. 12, 2000

Flagstaff AzTEA Conference, Oct. 13-14, 2000

Creating Critical Viewers Workshop, Nov. 15, 2000

Apple Summit, Dec. 6, 2000

Apple Macintosh Manager Training, Dec. 14, 2000

Imaging Workshop, Dec. 20, 2000

Tucson Conference (UA/AzTEA), January 2001

Apple Macintosh Manager Training, Jan. 22, 2001

Macintosh Manager Debriefing, Jan. 31, 2001.

Western Cluster Meeting, Feb. 26-28, 2001

Apple Multimedia Workshop, April 19, 2001

Apple OSX update, Wireless Networking, April 26, 2001

Advantage Learning Conference, June 2001

Number of school staff participants: 15

Professional development contact hours: 24

Professional development number of days: 16

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

Activity Description: The following Level I classes were offered:

Netscape Basics

Windows Basics A, B, & C

Email Basics

Introduction to Word Processing

Basic Skills Academy 12

Professional development contact hours: 3

Professional development number of days: 16

§ Activity 31. (PD) Level II Training - Tempe Union

Activity Description: The following Level II Workshops were offered:

Basic Troubleshooting for Desktop

Care and Feeding of your Notebook

Easy Grade Pro

Getting More Out of Word 97

Care and Feeding of Your iBook

Getting More Out of Email

Productivity Skills Academy

Internet Skills Academy

Number of school staff participants: 68

Professional development contact hours: 3

Professional development number of days: 14

§ Activity 32. (PD) Level II Self-Paced & Online - Tempe Union

Activity Description: The following Level II Self-Paced & Online were offered:

Access 2000 level 1

Access 97 level

Excel 2000 level

Excel 97 level 1

FrontPage 2000 Introduction

Publisher 2000 Introduction

Outlook 2000 Advanced

PowerPoint 2000 Intro

PowerPoint 97 Intro

Windows 2000 Transition from 98

Windows 95 Advanced

Word 2000 Level 2

Word 97 Level 2

Converting Mac files

Creating pdf files

PowerPoint Basics 1,2

Publisher 98 Basics

Using Telnet

Word 97 Intermediate 1,2

Excel 97 Basic 1,2,3

Access 97 Basics 1,2,3

Number of school staff participants: 81

Professional development contact hours: 5

Professional development number of days: 108

§ Activity 33. (PD) Level III Training - Tempe Union

Activity Description: The following Level III classes were offered:

Advanced Internet
Digital Camera and Scanner
Using WebCT to Deliver Instruction
TCP/IP Basics
Protecting Your Rights and Yourself: Copyright Law
Using Filamentality in the Classroom
Designing Webquest for the Classroom
Unique Uses of the Internet for Humanities
Assessing Technology Integration in the Classroom
Introduction to WebCT
Microsoft Office in the Classroom
Image Editing in the Classroom

Number of school staff participants: 47

Professional development contact hours: 3

Professional development number of days: 17

§ Activity 34. (PD) Level III Self Paced & Online - Tempe Union

Activity Description: The following Level III Self-Paced and Online Courses were offered:

Excel Intermediate 1,2,3
PowerPoint Intermediate 1,2
Word 97 merges, macros, forms
Word 97 working with long documents
Access 2000 Advanced
Business statistics in Excel 97
Excel 97 Advanced
Excel 97 Level 2
FrontPage 2000 Advanced
Microsoft Office 2000 web components and collaboration
Office 97 Document Integration
Power point 2000 Advanced
PowerPoint 97 Advanced
Word 2000

Advanced Preparing for Your First Semester of WebCT

Number of school staff participants: 35

Professional development contact hours: 6

Professional development number of days: 55

§ Activity 35. (PD) Level IV Online Training - Tempe Union

Activity Description: Educational Technology and Online Learning

This is an online course focusing on new learning technologies that is the same length as a regular college semester course.

Number of school staff participants: 6

Professional development contact hours: 48

Professional development number of days: 55

§ Activity 36. (PD) Just In Time Training and Mentoring - Tempe Union

Activity Description: Just in time training consisted of helping non Project Venture teachers, administrators and classified employees. Activities included, but were not limited to software tutorials for Easy Grade Pro, PowerPoint, Windows, Word, Access, Netscape, Outlook, WebCT, 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, scanner, Smartboard, and variety of other peripherals.

Mentoring consisted of helping Project Venture teachers integrate technology into their classroom. This was accomplished by helping teachers plan, model teach, attending class the day a 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, PowerPoint to deliver instruction, having students use Power Point to deliver presentation, FrontPage as a web page development tool, WebCT to create class website, use Quia.com website for students activities and games, use of Smartboard to deliver instruction, and use of Mimio to capture class notes taken on board.

Number of school staff participants: 100

Professional development contact hours: 1

Professional development number of days: 223

§ Activity 37. (PD) Conference Training - Tempe Union

Activity Description: Tempe Union's TMTs and teachers attend three conferences throughout the year:

AzTEA in Mesa (8/00)

NSBA's Tech + Learning and AECT concurrent conferences (11/00)

AzTEA in Tucson (1/01)

MEC (3/01)

Number of school staff participants: 37

Professional development contact hours: 16

Professional development number of days: 8

§ Activity 38. PV Advisory Monthly Meetings - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group, at least one person from each consortium member, met for three hours to make decisions and guide the progress of the project towards meeting the three goals. The following are the dates and major topics for the year:

August 4, 2000 - Creighton

Met new director and looked at priorities for the year.

September 7th, 2000 - Creighton

Received update from 2nd Year Evaluation and was given a timeline for completion; shared information from the Director/Evaluator Meeting in Ann Arbor, MI; and set meeting dates for the year.

October 10, 2000 - Tempe Elem.

Discussed upcoming Cognitive Coaching training; evaluated 2nd Year Evaluation report; reached consensus to seek new evaluators; and began discussion on new lesson plan format.

November 3, 2000 - Tempe Union

Determined practical business items related to lesson plan format and evaluation; analyzed Evaluation Final Report Year 2 findings and recommendations; planned for the mid-grant review; reviewed the updated 1999-2000 performance report and created a list of behaviors of a Level IV teacher.

December 1, 2000 - Kyrene

Distributed new Project Venture posters printed by one of the Western Cluster TICGs; reported the opening of the Technical Coordinator position; gave update on selecting new external evaluator and created the criterion for next evaluation team which was used to create interview questions.

January 12, 2001 - Maricopa County Offices

Interviewed External Evaluator, Dr. Dee Spencer; accepted Dee Spencer as the external evaluator; discussed new partnership with Stevens Institute; set date to review application process for the entire consortium; discussed using AZLI to post all lesson plans and began discussing gathering data for the

TICG online database.

February 2, 2001 - Tempe Elem

Determined next steps to get evaluation process started; discussed the Western Cluster Conference that Project Venture was co-hosting; determined method to input information into the TICG database and reached consensus on the Lesson Plan/Unit Rubric.

March 2, 2001 - Kyrene

Met Dennis Grittner, new webmaster and technical support for Project Venture; reviewed new classroom observation instrument; approved final evaluation plan and evaluated Lesson Plan/Unit Rubric.

April 6, 2001 - Tempe Elem

Reviewed the revised classroom observation instrument; received updated TICG templates and reviewed what was needed to complete data gathering by May 15th.

May 11, 2001 - Tempe Union

Received update on PV Evaluation activities; reviewed and discussed TICG data gathering by May 15th; updated each other on district's PV application process and received update on PV website redesign

June 1, 2001 - Creighton

Review Year 3 Performance Report; plan for next year's focus and select meeting dates and evaluate the effectiveness of this year's events.

§ Activity 39. TMT Monthly Meetings - Consortium

Activity Description: Consortium-wide TMTs met once a month to make decisions and/or participate in training to strengthen their coaching/mentoring skills. The meetings were held at different consortium members' districts. The dates and major topics of the meetings are as follows:

September 22, 2000 - Kyrene

Sharing of Training Materials and Ideas

November 17, 2000 - Tempe Elem.

Math Integration Activities and Western Cluster curriculum resources

December 14 - Kyrene

Excel Training

January 17 - Creighton

Cognitive Coaching Day 6

February 16 - Kyrene

Reviewing Classroom Observation Instrument

March 9, 2001 - Kyrene

"Legal Issues and Technology" and exploring student/teacher resource materials from TICG Western Cluster and Carlos Bill's ESL/Bilingual websites.

April 23, 2001 - Kyrene

Evaluating Websites and Searching Strategies

May 18 - Creighton

External Evaluator Focus Groups and Evaluation of 2002-2001 TMT Meetings.

§ Activity 40. Western Cluster Activity- Consortium

Activity Description: Project Venture participated in two Western Cluster activities as follows:

1. Western Cluster Meeting in Yosemite, CA

Seven members of the Project Venture consortium attended the Western Cluster meeting September 13 - 15. Toured a high tech high school in Clovis, CA and networked with several western TICG. Attended a lesson plan and software evaluation session that provided lesson plans integrated with popular software titles. 95-97 TICGs shared regarding Mid-grant review experiences.

2. Co-hosted Western Cluster "Sunshine Technology Conference" 2/01

In conjunction with Global Connections, Phoenix Union HS TICG, Project Venture co-hosted the Western Cluster's "Sunshine Technology Conference" at the Fiesta Inn, Tempe, AZ. The new external evaluator attended two days and met several other external evaluators. A total of 10 consortium members attended off and on during the three-day conference. Focus was on sustainability, mid-grant reviews and ways to continue the Western Cluster meetings.

§ Activity 41. Sharing Session regarding PV applications process - Consortium

Activity Description: In order to gain ideas from each other, a representative from each consortium group met to review the application process used at their district.

§ Activity 42. Reviewed website resources for ASSET - Consortium

Activity Description: On May 10th, ten Project Venture consortium members reviewed many online resources to support ASSET's implementation of MyCompass, an online technology self-assessment. All Project Venture teachers will be asked to take and retake MyCompass online assessment to assess their technology skills.

§ Activity 43. TMTs Meetings - Creighton

Activity Description: Meet one to two full Fridays a month and one _ day per month to guide the implementation of Project Venture in Creighton School district. The following activities were accomplished:

- Scheduled quarterly district-wide technology training
- Planned quarterly PV teachers meetings
- Planned two off-contract days
- Planned PV application process
- Revised rubric for PV Lesson Plans
- Created interview questions and criteria for PV application process
- Scored Project Venture Applications and conducted interviews
- Selected 2001-2002 Project Venture teachers
- Went to each school site to congratulate new Project Venture teachers for 2001-2002
- Created 2nd and 3rd PV Teacher Agreements
- Reviewed classroom observation tools for ASU external evaluator
- Began writing Technology scope and sequence for Creighton students
- Planned 4-day Technology Integration workshop for Dysart School District
- Planned with the New Teacher Orientation Training with Creighton's Super Team
- Created 2001 -2002 First Semester training schedule

§ Activity 44. Quarterly Grade Level Meetings - Creighton

Activity Description: Once a quarter all 1st, 2nd and 3rd year Creighton PV teachers met to reflect and share technology resources. The following are the dates and main focus of the meetings:

September 22, 2000 - Reflection on equipment placement

November 7, 2000 - Reflected on an article regarding technology integration and shared technology activities used thus far in their classrooms.

February 13, 2001 - Met the External Evaluator and was informed on their role in the evaluation plan. They also brought samples of student technology work to give to the evaluator.

April 17, 2001 - Reviewed what was needed for the Project Venture new lesson plan format and were given online Assessment websites to help with the assessment portion of the plan.

§ Activity 45. Training for Students - Creighton

Activity Description: The following training was offered to students:

1. Student Trainers: Claris Works and PowerPoint - Squaw Peak

Two representatives from the 4th - 8th grade Project Venture teacher's classrooms attended an all day technology training class. The two classes that were offered included ClarisWorks and PowerPoint. Students learned the ins and outs of the program. They created a presentation and then went back to their classrooms and presented to their peer what they learned. They were also used as student assistants when other students had questions with one of the programs.

2. Computer Class

2-week computer class for students. Focus was on social studies with technology integration.

3. Student Technology Training - Papago School

Students were trained in AppleWorks (word processing, spreadsheet, database, paint and draw), internet and e-mail (Gaggle.net), web page development, and PowerPoint throughout the school year in order to become student experts to support technology use in the classroom. After the training, students were expected to help the teachers with the technology so that integration would be more easily attainable.

4. Thinkquest Competition - Machan School

Serve as coach for five fifth grade students as they conduct research and created a website to submit to Thinkquest competition.

§ Activity 46. Lesson Planning - Creighton

Activity Description:

§ Activity 47. Monthly TMT meetings - Kyrene

Activity Description: The following are accomplished at the monthly meetings:

Design and Scheduling for Summer Training

Plan Monthly Project Venture Teacher Trainings

Plan and develop National Conference Presentations

Design "Troubleshooting Training Modules" for Windows 2000 migration

Plan and design Learning Support for all district Administrators: Emphasis on Math Differentiation and Technology Integration

Plan and design Professional Development at sites for school year

Design Acceptable Use Agreement for students and staff

Plan and design Team Building Retreat: Transition of Leaders

Design integrated training materials

Design training schedules

Map out plan for deployment of equipment

Design instruments for data collection

Design feedback forms for technology surveys

Shared classroom integration, troubleshooting and application software integration ideas

§ Activity 48. Higley IASA Technology Committee meetings - Maricopa

Activity Description: Goal of group was to determine what type of technology assessment to give certified staff and then generate strategies to assess what teachers need based upon results of assessment. Objectives include identifying courses for each level of teacher (offering specific track of courses).

§ Activity 49. Technology Liaison Meetings - Tempe Elem.

Activity Description: A total of nine 2-hour Technology Liaison meetings were held during the 2000-2001 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, or other learning activities. In January, the entire meeting time was devoted to training in the use of video camcorders and iMovie II.

§ Activity 50. Lab Assistant Meetings - Tempe Elem.

Activity Description:

§ Activity 51. 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. 30 meetings, average 2 hours each.

§ Activity 52. Technology Curriculum Development - Tempe Elem.

Activity Description: The Tempe School District #3 Educational Technology Team has developed a prototype technology curriculum for third grade, matched to ISTE, the latest Arizona Technology Standards, and to other curricular areas. After review by various teacher groups and curriculum specialists, this curriculum will be written for all grades K-8. 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.

§ Activity 53. Project Organizational Meetings - Tempe Union

Activity Description: The trainers meet regularly-biweekly with the Academic Services director for Information Systems and Technology to plan major program efforts, evaluate the direction of the training program, and develop new approaches and techniques for technology training in the district.

§ Activity 54. Department Organizational Meetings - Tempe Union

Activity Description: The trainers all attend the district information and technology department meetings. These meetings are held monthly unless there is a need for an additional meeting. Each trainer has an opportunity to report on recent activities and participate in the larger mission of the department. The trainers also participate in larger meetings of the department that include all campus personnel. These meetings are held once or twice a year.

§ Activity 55. Campus Professional Development Planning Meetings

Activity Description: The trainers attend planning meetings with members of the information services departments (Library/Technology) at the campus level to coordinate campus in-service opportunities. These meetings support the professional development opportunities that are planned and implemented by individual campuses and put together district experts with campus expertise. These meetings are scheduled as needed for each campus.

† 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 and Year Three. All consortium members with the exception of Maricopa County Small School District Consortium have completed most of their network infrastructure. Network infrastructure is something that will continually need upgrading and may never be considered complete.

During 2001-2002, school districts in Arizona will receive a much-needed gift from the state. Last year the School Facility Board (SFB), <http://www.sfb.state.az.us/sfb/sfbpub/sfbindex.stm>, provided nearly

50,000 computers through out the state in order to increase the student/computer ratio to 1:8. This year, the SFB will be evaluating every district's infrastructure and will purchase and install the needed hardware to bring districts up to the state network standards. Thus, by the end of Year 4, the network infrastructure of the all of the Maricopa Country Small Schools should be adequate to support the goals of Project Venture.

The administrative infrastructure has been greatly strengthened during Year 3. The Project Venture Advisory group is working extremely well together and was able to reach consensus on a variety of issues facing the project. Some issues have been:

- Deciding on the evaluation focus for Year 3
- Hiring new external evaluator
- Reaching consensus on Lesson Plan Format
- Exploring options for housing lesson plans
- Creating a Level IV teacher behavior list
- Solving problems with the EdCare Lab website
- Approving a classroom observation tool
- Creating process to report data for the TICG database
- Creating an Eastside AzTEA chapter

Along with hiring a new director and external evaluation, a new Project Venture Technical Coordinator, WebMaster of the Project Venture website, was hired in March of 2001. The Technical Coordinator is planning a complete revision of the Project Venture website so that it reflects more the focus of the grant. The listservs continue to help with the communication infrastructure. However, the Project Director is exploring the use of BlackBoard© to create discussion groups and a more interactive way to disseminate important issues.

§ Activity I. (PD) Site Visits to Other Schools - Creighton

Activity Description: Several teachers from Creighton have visited classrooms in other Creighton School, Project Venture consortium and non-Project Venture classrooms around the Phoenix metropolitan area. By seeing how others set-up their classroom and utilize technology, the teachers gained valuable information.

Number of school staff participants: 10

Professional development contact hours: 3

Professional development number of days: 3

§ Activity II. (PD) Level II Classes - Kyrene

Activity Description: The following Level II classes were offered:

- Intermediate HyperStudio
- Advanced Email
- Intermediate Internet
- Electronic Data for Site Improvement Plans
- Excel Pivot Tables

Number of school staff participants: 40

Professional development contact hours: 3

Professional development number of days: 5

§ Activity III. (PD) Level III Classes - Kyrene

Activity Description: The following Level III professional development classes were offered:

- Utilizing Peripherals
- Advanced Internet
- Intermediate/Advanced Word
- Making Connections between Technology and Curriculum K-2
- Making Connections between Technology and Curriculum 3-5

Making Connections between Technology and Curriculum 6-8
Making Connections between Technology and Curriculum K-5
Making Connections Exemplary Models K-8

Number of school staff participants: 103
Professional development contact hours: 4
Professional development number of days: 23

§ Activity IV. (PD) Level IV Classes - Kyrene

Activity Description: The following Level IV Professional Development Classes were offered:

Electronic Portfolios Open Lab
Electronic Portfolios
Marco Polo Projects
Advanced Hyper Studio
Web Page Design
Intel Teach to the Future
Intermediate Access
Visual Learning through Video Productions
Problem Based Learning and Projects
Web Mastering Advanced
Making Connections between Technology and Curriculum K-2
Making Connections between Technology and Curriculum 3-5

Number of school staff participants: 279
Professional development contact hours: 3
Professional development number of days: 18

§ Activity V. (PD) Conferences for Project Venture Teachers - Kyrene

Activity Description: Each Project Venture teacher had the opportunity to attend 1 conference. If they did not choose to go, they could use their funds to purchase new software, manual or peripheral device for their classroom.

The following conferences were offered:

Tucson Technology Conference
MEC Conference
NSBA Conference
NSDC Conference
NCTM Conference
Western Cluster Conference
Technology Summit by Microsoft

Number of school staff participants: 25
Professional development contact hours: 16
Professional development number of days: 31

§ Activity VI. (PD) Specialty Workshops - Tempe Elem

Activity Description: The following are special workshops held throughout the 2000-2001 school year:

Accelerated Reader Workshops

12 of Tempe School District #3's 23 schools have purchased Accelerated Reader/Star Assessment for their school, and are at varying stages of implementation. Workshops included information about AR implementation, student record keeping, and use of the management system, AR provides a motivational system for student reading, as well as data for teachers as they plan for individual student needs in the area of reading instruction.

New Lab Workshops

New computer labs were installed in a number of Tempe School District #3 schools. Workshops were given to introduce teachers and other staff to the new labs, and taught such skills as signing into Macintosh Manager, saving documents, and using instructional and productivity software. These workshops occurred on site, lasted two hours (on average), and were held on one day.

Site-based Workshops

A number of site-based workshops were held during the 2000-2001 school year, on a variety of topics and by request of principals and/or school staff.

ClarisWorks for Kids and Website Review

Digital Camcorder Training

Digital Camera Training

Introduction to Inspiration

Introduction to PowerPoint

Matching Math Software to Standards

Math and Technology Integration Workshop K-5

Middle School Math/Science Lab Training

Web Page Development

Word Processing Workshop

Number of school staff participants: 618

Professional development contact hours: 2

Professional development number of days: 41

§ Activity VII. (PD) Industrial Technology Training

Activity Description: During Summer 2000, an Industrial Technology Lab was installed in each of our four middle schools.

Through the use of the lab's instructional software and hands-on technology/construction activities, students learn about various technological careers and are introduced to laser engraving, mills, lathes, aerodynamics, and other industrial technology equipment and concepts.

Number of school staff participants: 9

Professional development contact hours: 33

Professional development number of days: 9

§ Activity VIII. (PD) Conferences, Workshops, and Training for Ed Tech Staff - Tempe

Elem.

Activity Description: One or more Ed Tech staff member attended these workshops and conferences during 2000-2001. Some of these events were also attended by Tech Support Staff. They are as follows:

AzTEA (Arizona Technology in Education Alliance) Conference, August 1 and 2, 2000.

MEC Conference (ASU's Microcomputers in Education Conference), March 12-14, 2001.

Western Cluster Meeting, Sept. 12-14, 2000

MovieWorks Demonstration, Oct. 12, 2000

Flagstaff AzTEA Conference, Oct. 13-14, 2000

Creating Critical Viewers Workshop, Nov. 15, 2000

Apple Summit, Dec. 6, 2000

Apple Macintosh Manager Training, Dec. 14, 2000

Imaging Workshop, Dec. 20, 2000

Tucson Conference (UA/AzTEA), January 2001

Apple Macintosh Manager Training, Jan. 22, 2001

Macintosh Manager Debriefing, Jan. 31, 2001.

Western Cluster Meeting, Feb. 26-28, 2001

Apple Multimedia Workshop, April 19, 2001

Apple OSX update, Wireless Networking, April 26, 2001

Advantage Learning Conference, June 2001

Number of school staff participants: 15

Professional development contact hours: 24

Professional development number of days: 16

§ Activity IX. PV Advisory Monthly Meetings - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group, at least one person from each consortium member, met for three hours to make decisions and guide the progress of the project towards meeting the three goals. The following are the dates and major topics for the year:

August 4, 2000 - Creighton

Met new director and looked at priorities for the year.

September 7th, 2000 - Creighton

Received update from 2nd Year Evaluation and was given a timeline for completion; shared information from the Director/Evaluator Meeting in Ann Arbor, MI; and set meeting dates for the year.

October 10, 2000 - Tempe Elem.

Discussed upcoming Cognitive Coaching training; evaluated 2nd Year Evaluation report; reached consensus to seek new evaluators; and began discussion on new lesson plan format.

November 3, 2000 - Tempe Union

Determined practical business items related to lesson plan format and evaluation; analyzed Evaluation Final Report Year 2 findings and recommendations; planned for the mid-grant review; reviewed the updated 1999-2000 performance report and created a list of behaviors of a Level IV teacher.

December 1, 2000 - Kyrene

Distributed new Project Venture posters printed by one of the Western Cluster TICGs; reported the opening of the Technical Coordinator position; gave update on selecting new external evaluator and created the criterion for next evaluation team which was used to create interview questions.

January 12, 2001 - Maricopa County Offices

Interviewed External Evaluator, Dr. Dee Spencer; accepted Dee Spencer as the external evaluator; discussed new partnership with Stevens Institute; set date to review application process for the entire consortium; discussed using AzLI to post all lesson plans and began discussing gathering data for the TICG online database.

February 2, 2001 - Tempe Elem

Determined next steps to get evaluation process started; discussed the Western Cluster Conference that Project Venture was co-hosting; determined method to input information into the TICG database and reached consensus on the Lesson Plan/Unit Rubric.

March 2, 2001 - Kyrene

Met Dennis Grittner, new webmaster and technical support for Project Venture; reviewed new classroom observation instrument; approved final evaluation plan and evaluated Lesson Plan/Unit Rubric.

April 6, 2001 - Tempe Elem

Reviewed the revised classroom observation instrument; received updated TICG templates and reviewed what was needed to complete data gathering by May 15th.

May 11, 2001 - Tempe Union

Received update on PV Evaluation activities; reviewed and discussed TICG data gathering by May 15th; updated each other on district's PV application process and received update on PV website redesign

June 1, 2001 - Creighton

Review Year 3 Performance Report; plan for next year's focus and select meeting dates and evaluate the effectiveness of this year's events.

§ Activity X. TMTs Meetings - Creighton

Activity Description: Meet one to two full Fridays a month and one _ day per month to guide the implementation of Project Venture in Creighton School district. The following activities were accomplished:

Scheduled quarterly district-wide technology training
Planned quarterly PV teachers meetings
Planned two off-contract days
Planned PV application process
Revised rubric for PV Lesson Plans
Created interview questions and criteria for PV application process
Scored Project Venture Applications and conducted interviews
Selected 2001-2002 Project Venture teachers
Went to each school site to congratulate new Project Venture teachers for 2001-2002
Created 2nd and 3rd PV Teacher Agreements
Reviewed classroom observation tools for ASU external evaluator
Began writing Technology scope and sequence for Creighton students
Planned 4-day Technology Integration workshop for Dysart School District
Planned with the New Teacher Orientation Training with Creighton's Super Team
Created 2001 -2002 First Semester training schedule

§ Activity XI. Administrative Meetings - Creighton

Activity Description: In order to assure that there was open communication between TMT, principal and Lab Tech, they meet weekly to plan and troubleshoot issues.

§ Activity XII. Monthly TMT meetings - Kyrene

Activity Description: The following are accomplished at the monthly meetings:

Design and Scheduling for Summer Training
Plan Monthly Project Venture Teacher Trainings
Plan and develop National Conference Presentations
Design "Troubleshooting Training Modules" for Windows 2000 migration
Plan and design Learning Support for all district Administrators: Emphasis on Math Differentiation and Technology Integration
Plan and design Professional Development at sites for school year
Design Acceptable Use Agreement for students and staff
Plan and design Team Building Retreat: Transition of Leaders
Design integrated training materials
Design training schedules
Map out plan for deployment of equipment
Design instruments for data collection
Design feedback forms for technology surveys
Shared classroom integration, troubleshooting and application software integration ideas

§ Activity XIII. Advisory Activities with District Superintendents - Maricopa

Activity Description: The Maricopa County Small Schools Consortium provides educational services to 13 independent rural school districts in Maricopa County, with a total of 15 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
Write or revise school Technology Plans
Establish technology Acceptable Use Policies

Support school-site Technology Committees
Align the new Arizona Technology Standards to grade-level curriculum outcomes
Review networking and infrastructure options
Apply for technology grant funds

§ Activity XIV. 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 last at least 2 hours.

§ Activity XV. District Technology Meetings - Tempe Union

Activity Description: One of the trainers is a regular guest at the monthly meetings of the district campus technology directors. This representative reports on the progress of the Project Venture program and observes the coordination of the network and infrastructure support services at each campus.

§ Activity XVI. Project Organizational Meetings - Tempe Union

Activity Description: The trainers meet regularly-biweekly with the Academic Services director for Information Systems and Technology to plan major program efforts, evaluate the direction of the training program, and develop new approaches and techniques for technology training in the district.

§ Activity XVII. Department Organizational Meetings - Tempe Union

Activity Description: The trainers all attend the district information and technology department meetings. These meetings are held monthly unless there is a need for an additional meeting. Each trainer has an opportunity to report on recent activities and participate in the larger mission of the department. The trainers also participate in larger meetings of the department that include all campus personnel. These meetings are held once or twice a year.

‡ 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 3. When the new Project Director was hired, creating a uniform lesson plan format was one of the major issues facing her. Despite not having a one, more than 100 lesson plans were created last year and 75 can currently be found on the Project Venture website <http://www.creighton.k12.az.us/projectventure>. However, a uniform lesson plan format was still necessary. Thus, one or two representatives from each consortium group met in October 2000 to come to consensus on a consortium-wide lesson plan format. Through a series of questions and frank dialog, the group created a format that met the needs of all consortium members. The consortium districts have used the new format with much success throughout Year 3. The lesson plan format can be found in the uploaded document section of this report. The format places a strong emphasis on meeting and assessing state content standards through the use of technology. During the summer of 2001, all previously written lesson plans will be reformatted into the new lesson plan design.

The next issue to be addressed is how to disseminate the lesson plans to teachers in Arizona. Currently, the lesson plans are housed on the Project Venture website. However, the volume will soon be too large to be managed with the existing web server in the Creighton Elementary School District. Knowing this, the project's director has met with the local Apple Computer staff and representatives from ASU West's PT3 grant, Global Connections (another TIGC in Phoenix) and ASSET (Arizona School Services through Educational Technology) to revitalize the Arizona Learning Interchange (AzLI),

<http://azli.asu.edu/>, which is patterned after the Apple Learning Interchange. The desire of the group is to create a portal for quality lesson plans for teachers in Arizona. Because Apple's Unit of Practice (UOP) is the format used by ASU West's PT3 grant, some adaptation is needed to the fields of the AzLI database in order for the Project Venture lesson plan format to work. The Project Venture lesson plan contains all the major components of Apple's UOP but is written with more teacher-friendly terminology. The director will continue to work with the AzLI group to assure that Project Venture's interest is heard and incorporated.

§ Activity I. (PD) TMT Training - Consortium

Activity Description: As a part of monthly meetings, a variety of training has been provided. Below are specific dates and topics of training for the consortium Technology Mentor Teachers:

November 17, 2000 - Tempe Elem.

Math and Technology Integration Activities and Exploring Western Cluster TICG curriculum resources

December 14, 2000 - Kyrene

Excel Training

March 9, 2001 - Kyrene

"Legal Issues and Technology" and exploring student/teacher resource materials from TICG Western Cluster and Carlos Bill's ESL/Bilingual websites.

April 23, 2001 - Kyrene

Workshop on Evaluating Websites and Effective Searching Strategies

Number of school staff participants: 20

Professional development contact hours: 3

Professional development number of days: 4

§ Activity II. (PD) Cognitive Coaching Training for TMTs - Consortium

Activity Description: Completed the remaining four days of Cognitive Coaching in order to strengthen the TMTs ability to work with Level III teachers. The TMTs and additional Creighton's staff development teachers-on-assignment attended on the following dates:

November 8 and 9, 2000

January 18, 2001

February 8, 2001

Number of school staff participants: 30

Professional development contact hours: 8

Professional development number of days: 4

§ Activity III. (PD) Site Visits to Other Schools - Creighton

Activity Description: Several teachers from Creighton have visited classrooms in other Creighton School, Project Venture consortium and non-Project Venture classrooms around the Phoenix metropolitan area. By seeing how others set-up their classroom and utilize technology, the teachers gained valuable information.

Number of school staff participants: 10

Professional development contact hours: 3

Professional development number of days: 3

§ Activity IV. (PD) Project Venture Teacher Training - Creighton

Activity Description: Two days per year are planned during off-contract times for all 1st, 2nd and 3rd year Project Venture teachers. Here are the dates and topics for the days for the 2000-2001 year:

September 9, 2000 - Software Demonstrations

The TMTs demonstrated a variety of software packages with the intent to help teachers make sound make purchasing decisions. There was adequate time for teachers to explore the different software

packages.

March 16, 2001 - The New Lesson Plan Format and Marco Polo Training

The new lesson plan format was presented and thoroughly discussed. Also there was 2 hour training on using the Marco Polo curriculum website. Each teacher had time to explore the website.

Number of school staff participants: 40

Professional development contact hours: 4

Professional development number of days: 2

§ Activity V. (PD) TMT Development - Creighton

Activity Description: During the Friday meetings, a variety of training has occurred. The following are examples:

Trained on the use of Glencoe Reading materials

Trained on the GeoScope, genetic software for 8th grade curriculum

Attended Marco Polo Training at ASU West

Attended BlackBoard training at Estrella Mountain Community College and toured high tech center

Attended Internet-Savvy Learner: A Seminar for Leaders: Supporting Internet Integration into

Classroom Teaching and Learning at the YWCA Training Center. Attended two break-out sessions and one large group session.

Received Word Basic training

Apple Training OS X (1)

Apple Training: Video (1)

Number of school staff participants: 6

Professional development contact hours: 3

Professional development number of days: 9

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

Activity Description: The following Level III & IV courses were offered:

2nd Language Resources

5 Computer Classroom

Holiday Database

Hyperstudio

Intermediate Internet

Intermediate Word

K-8 Internet Integration

MS Power Point

Online Web Generator

Online Web Pages

Spreadsheet Wizards

Spreadsheets for K-2 Teachers

Technology and Language Arts Integration

Web Publishing

Advanced Internet

Number of school staff participants: 193

Professional development contact hours: 3

Professional development number of days: 33

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

Activity Description: Scheduled meeting times with teachers on site to plan integration.

Training occurred as well as generating lesson ideas. Used Cognitive Coaching skills as needed.

Number of school staff participants: 329

Professional development contact hours: 1

Professional development number of days: 155

§ Activity VIII. (PD) Level III Classes - Kyrene

Activity Description: The following Level III professional development classes were offered:

Utilizing Peripherals
Advanced Internet
Intermediate/Advanced Word
Making Connections between Technology and Curriculum K-2
Making Connections between Technology and Curriculum 3-5
Making Connections between Technology and Curriculum 6-8
Making Connections between Technology and Curriculum K-5
Making Connections Exemplary Models K-8

Number of school staff participants: 103

Professional development contact hours: 4

Professional development number of days: 23

§ Activity IX. (PD) Level IV Classes - Kyrene

Activity Description: The following Level IV Professional Development Classes were offered:

Electronic Portfolios Open Lab
Electronic Portfolios
Marco Polo Projects
Advanced Hyper Studio
Web Page Design
Intel Teach to the Future
Intermediate Access
Visual Learning through Video Productions
Problem Based Learning and Projects
Web Mastering Advanced
Making Connections between Technology and Curriculum K-2
Making Connections between Technology and Curriculum 3-5

Number of school staff participants: 279

Professional development contact hours: 3

Professional development number of days: 18

§ Activity X. (PD) Professional Development for Project Venture Teachers - Kyrene

Activity Description: The following classes were offered for Project Venture Teachers:

Microsoft ME Movie Maker
iMac iMovie
Mimio Whiteboard

Number of school staff participants: 25

Professional development contact hours: 2

Professional development number of days: 3

§ Activity XI. (PD) Conferences for Project Venture Teachers - Kyrene

Activity Description: Each Project Venture teacher had the opportunity to attend 1 conference. If they did not choose to go, they could use their funds to purchase new software, manual or peripheral device for their classroom.

The following conferences were offered:

Tucson Technology Conference
MEC Conference
NSBA Conference
NSDC Conference
NCTM Conference
Western Cluster Conference
Technology Summit by Microsoft

Number of school staff participants: 25

Professional development contact hours: 16

Professional development number of days: 31

§ Activity XII. (PD) Level I and II Technology Workshops - Maricopa

Activity Description: The following were Level I and Level II workshops were offered:

Level I Entry-level training in Windows, Word and the Internet

Level II Training in Word, PowerPoint and Excel, with an emphasis on technology integration.

Number of school staff participants: 320

Professional development contact hours: 2

Professional development number of days: 6

§ Activity XIII. (PD) Level III Project Venture Teacher Workshop

Activity Description: All-day workshop designed for Project Venture Teachers, with an emphasis on Arizona State Technology and Academic standards and the fluent use of technology in the classroom.

Number of school staff participants: 25

Professional development contact hours: 6

Professional development number of days: 3

§ Activity XIV. (PD) Coaching and Mentoring - Maricopa

Activity Description: Coaching and mentoring based on the level of the teacher. Further explanations are as follows:

Level I - Working with Project Venture Teachers to plan lessons, collaborate, model teach a lesson.

Level II - 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.

Level III 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.

Number of school staff participants: 59

Professional development contact hours: 1

Professional development number of days: 10

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

Activity Description: Level III courses emphasize integration of technology within classroom curriculum, and require that participants have a reasonable level of technological skill. Advanced technical skills are taught in many of these classes; however the focus is on classroom technology integration. Project Venture teachers participated in curriculum writing days in which specific training was given regarding Arizona State Standards, assessment, and the use of the Project Venture Unit/Lesson Plan template.

IN-SERVICE COURSES and CURRICULUM WRITING

Advanced E-Mail and Internet

Classroom Video Basics

Project Venture Curriculum Writing

Riverdeep Training

Web Page Development

Number of school staff participants: 118

Professional development contact hours: 10

Professional development number of days: 18

§ Activity XVI. (PD) Coaching and One-on-One Support for Project Venture 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.

During the 2000-2001 school year, Technology Mentor Teachers provided approximately 720 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: 144

§ Activity XVII. (PD) Specialty Workshops - Tempe Elem

Activity Description: The following are special workshops held throughout the 2000-2001 school year:

Accelerated Reader Workshops

12 of Tempe School District #3's 23 schools have purchased Accelerated Reader/Star Assessment for their school, and are at varying stages of implementation. Workshops included information about AR implementation, student record keeping, and use of the management system, AR provides a motivational system for student reading, as well as data for teachers as they plan for individual student needs in the area of reading instruction.

New Lab Workshops

New computer labs were installed in a number of Tempe School District #3 schools. Workshops were given to introduce teachers and other staff to the new labs, and taught such skills as signing into Macintosh Manager, saving documents, and using instructional and productivity software. These workshops occurred on site, lasted two hours (on average), and were held on one day.

Site-based Workshops

A number of site-based workshops were held during the 2000-2001 school year, on a variety of topics and by request of principals and/or school staff.

ClarisWorks for Kids and Website Review

Digital Camcorder Training

Digital Camera Training

Introduction to Inspiration

Introduction to PowerPoint

Matching Math Software to Standards

Math and Technology Integration Workshop K-5

Middle School Math/Science Lab Training

Web Page Development

Word Processing Workshop

Number of school staff participants: 618

Professional development contact hours: 2

Professional development number of days: 41

§ Activity XVIII. (PD) District-Wide Reading, Writing, and Math Workshops- Tempe

Elem

Activity Description: During the 2000-2001 an early release day was established in Tempe School District #3. During six of those afternoons, district-wide workshops were held to increase teacher skill in teaching math and the language arts. Ed Tech staff and many of the other workshop instructors fully participated in planning and instruction during these workshops and incorporated a number of technology integration activities.

Number of school staff participants: 300

Professional development contact hours: 12

Professional development number of days: 6

§ Activity XIX. (PD) Middle School Math and Technology Integration Workshops - Tempe Elem

Activity Description: This workshop provided Middle School Math and Science teachers with ideas and information about the integration of technology within the mathematics curriculum. The workshop also included hands-on practice with software available in the districts new Math/Science Computer Labs (Geometer's Sketchpad, LogoMotion, Math Mysteries, Astro Algebra, Geometry, Microsoft Office, AppleWorks)

Number of school staff participants: 38

Professional development contact hours: 5

Professional development number of days: 6

§ Activity XX. (PD) Conferences, Workshops, and Training for Ed Tech Staff - Tempe Elem.

Activity Description: One or more Ed Tech staff member attended these workshops and conferences during 2000-2001. Some of these events were also attended by Tech Support Staff. They are as follows:

AzTEA (Arizona Technology in Education Alliance) Conference, August 1 and 2, 2000.

MEC Conference (ASU's Microcomputers in Education Conference), March 12-14, 2001.

Western Cluster Meeting, Sept. 12-14, 2000

MovieWorks Demonstration, Oct. 12, 2000

Flagstaff AzTEA Conference, Oct. 13-14, 2000

Creating Critical Viewers Workshop, Nov. 15, 2000

Apple Summit, Dec. 6, 2000

Apple Macintosh Manager Training, Dec. 14, 2000

Imaging Workshop, Dec. 20, 2000

Tucson Conference (UA/AzTEA), January 2001

Apple Macintosh Manager Training, Jan. 22, 2001

Macintosh Manager Debriefing, Jan. 31, 2001.

Western Cluster Meeting, Feb. 26-28, 2001

Apple Multimedia Workshop, April 19, 2001

Apple OSX update, Wireless Networking, April 26, 2001

Advantage Learning Conference, June 2001

Number of school staff participants: 15

Professional development contact hours: 24

Professional development number of days: 16

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

Activity Description: The following Level III classes were offered:

Advanced Internet

Digital Camera and Scanner

Using WebCT to Deliver Instruction

TCP/IP Basics

Protecting Your Rights and Yourself: Copyright Law

Using Filamentality in the Classroom

Designing Webquest for the Classroom

Unique Uses of the Internet for Humanities

Assessing Technology Integration in the Classroom

Introduction to WebCT

Microsoft Office in the Classroom

Image Editing in the Classroom

Number of school staff participants: 47

Professional development contact hours: 3

Professional development number of days: 17

§ Activity XXII. (PD) Level III Self Paced & Online - Tempe Union

Activity Description: The following Level III Self-Paced and Online Courses were offered:

Excel Intermediate 1,2,3
PowerPoint Intermediate 1,2
Word 97 merges, macros, forms
Word 97 working with long documents
Access 2000 Advanced
Business statistics in Excel 97
Excel 97 Advanced
Excel 97 Level 2
FrontPage 2000 Advanced
Microsoft Office 2000 web components and collaboration
Office 97 Document Integration
Power point 2000 Advanced
PowerPoint 97 Advanced
Word 2000

Advanced Preparing for Your First Semester of WebCT

Number of school staff participants: 35

Professional development contact hours: 6

Professional development number of days: 55

§ Activity XXIII. (PD) Level IV Online Training - Tempe Union

Activity Description: Educational Technology and Online Learning

This is an online course focusing on new learning technologies that is the same length as a regular college semester course.

Number of school staff participants: 6

Professional development contact hours: 48

Professional development number of days: 55

§ Activity XXIV. (PD) Just In Time Training and Mentoring - Tempe Union

Activity Description: Just in time training consisted of helping non Project Venture teachers, administrators and classified employees. Activities included, but were not limited to software tutorials for Easy Grade Pro, PowerPoint, Windows, Word, Access, Netscape, Outlook, WebCT, 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, scanner, Smartboard, and variety of other peripherals.

Mentoring consisted of helping Project Venture teachers integrate technology into their classroom. This was accomplished by helping teachers plan, model teach, attending class the day a 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, PowerPoint to deliver instruction, having students use Power Point to deliver presentation, FrontPage as a web page development tool, WebCT to create class website, use Quia.com website for students activities and games, use of Smartboard to deliver instruction, and use of Mimio to capture class notes taken on board.

Number of school staff participants: 100

Professional development contact hours: 1

Professional development number of days: 223

§ Activity XXV. (PD) Conference Training - Tempe Union

Activity Description: Tempe Union's TMTs and teachers attend three conferences throughout the year:

AzTEA in Mesa (8/00)

NSBA's Tech + Learning and AECT concurrent conferences (11/00)

AzTEA in Tucson (1/01)

MEC (3/01)

Number of school staff participants: 37

Professional development contact hours: 16

Professional development number of days: 8

§ Activity XXVI. PV Advisory Monthly Meetings - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group, at least one person from each consortium member, met for three hours to make decisions and guide the progress of the project towards meeting the three goals. The following are the dates and major topics for the year:

August 4, 2000 - Creighton

Met new director and looked at priorities for the year.

September 7th, 2000 - Creighton

Received update from 2nd Year Evaluation and was given a timeline for completion; shared information from the Director/Evaluator Meeting in Ann Arbor, MI; and set meeting dates for the year.

October 10, 2000 - Tempe Elem.

Discussed upcoming Cognitive Coaching training; evaluated 2nd Year Evaluation report; reached consensus to seek new evaluators; and began discussion on new lesson plan format.

November 3, 2000 - Tempe Union

Determined practical business items related to lesson plan format and evaluation; analyzed Evaluation Final Report Year 2 findings and recommendations; planned for the mid-grant review; reviewed the updated 1999-2000 performance report and created a list of behaviors of a Level IV teacher.

December 1, 2000 - Kyrene

Distributed new Project Venture posters printed by one of the Western Cluster TICGs; reported the opening of the Technical Coordinator position; gave update on selecting new external evaluator and created the criterion for next evaluation team which was used to create interview questions.

January 12, 2001 - Maricopa County Offices

Interviewed External Evaluator, Dr. Dee Spencer; accepted Dee Spencer as the external evaluator; discussed new partnership with Stevens Institute; set date to review application process for the entire consortium; discussed using AzLI to post all lesson plans and began discussing gathering data for the TICG online database.

February 2, 2001 - Tempe Elem

Determined next steps to get evaluation process started; discussed the Western Cluster Conference that Project Venture was co-hosting; determined method to input information into the TICG database and reached consensus on the Lesson Plan/Unit Rubric.

March 2, 2001 - Kyrene

Met Dennis Grittner, new webmaster and technical support for Project Venture; reviewed new classroom observation instrument; approved final evaluation plan and evaluated Lesson Plan/Unit Rubric.

April 6, 2001 - Tempe Elem

Reviewed the revised classroom observation instrument; received updated TICG templates and reviewed what was needed to complete data gathering by May 15th.

May 11, 2001 - Tempe Union

Received update on PV Evaluation activities; reviewed and discussed TICG data gathering by May 15th; updated each other on district's PV application process and received update on PV website redesign

June 1, 2001 - Creighton

Review Year 3 Performance Report; plan for next year's focus and select meeting dates and evaluate the effectiveness of this year's events.

§ Activity XXVII. TMT Monthly Meetings - Consortium

Activity Description: Consortium-wide TMTs met once a month to make decisions and/or participate in training to strengthen their coaching/mentoring skills. The meetings were held at different consortium members' districts. The dates and major topics of the meetings are as follows:

September 22, 2000 - Kyrene

Sharing of Training Materials and Ideas

November 17, 2000 - Tempe Elem.

Math Integration Activities and Western Cluster curriculum resources

December 14 - Kyrene

Excel Training

January 17 - Creighton

Cognitive Coaching Day 6

February 16 - Kyrene

Reviewing Classroom Observation Instrument

March 9, 2001 - Kyrene

"Legal Issues and Technology" and exploring student/teacher resource materials from TICG Western Cluster and Carlos Bill's ESL/Bilingual websites.

April 23, 2001 - Kyrene

Evaluating Websites and Searching Strategies

May 18 - Creighton

External Evaluator Focus Groups and Evaluation of 2002-2001 TMT Meetings.

§ Activity XXVIII. Western Cluster Activity- Consortium

Activity Description: Project Venture participated in two Western Cluster activities as follows:

1. Western Cluster Meeting in Yosemite, CA

Seven members of the Project Venture consortium attended the Western Cluster meeting September 13 - 15. Toured a high tech high school in Clovis, CA and networked with several western TICG. Attended a lesson plan and software evaluation session that provided lesson plans integrated with popular software titles. 95-97 TICGs shared regarding Mid-grant review experiences.

2. Co-hosted Western Cluster "Sunshine Technology Conference" 2/01

In conjunction with Global Connections, Phoenix Union HS TICG, Project Venture co-hosted the Western Cluster's "Sunshine Technology Conference" at the Fiesta Inn, Tempe, AZ. The new external evaluator attended two days and met several other external evaluators. A total of 10 consortium members attended off and on during the three-day conference. Focus was on sustainability, mid-grant reviews and ways to continue the Western Cluster meetings.

§ Activity XXIX. Creating Project Venture Lesson Plan/Unit Template - Consortium

Activity Description: Representatives from all consortium groups participated in developing a Lesson Plan format to be used consortium-wide. After a lengthy process, a lesson plan format was created and consortium members reached consensus to use the lesson plan format for all lesson plans/units written by Project Venture teachers.

§ Activity XXX. Sharing Session regarding PV applications process - Consortium

Activity Description: In order to gain ideas from each other, a representative from each consortium group met to review the application process used at their district.

§ Activity 31. TMTs Meetings - Creighton

Activity Description: Meet one to two full Fridays a month and one _ day per month to guide the implementation of Project Venture in Creighton School district. The following activities were accomplished:

Scheduled quarterly district-wide technology training
Planned quarterly PV teachers meetings
Planned two off-contract days
Planned PV application process
Revised rubric for PV Lesson Plans
Created interview questions and criteria for PV application process
Scored Project Venture Applications and conducted interviews
Selected 2001-2002 Project Venture teachers
Went to each school site to congratulate new Project Venture teachers for 2001-2002
Created 2nd and 3rd PV Teacher Agreements
Reviewed classroom observation tools for ASU external evaluator
Began writing Technology scope and sequence for Creighton students
Planned 4-day Technology Integration workshop for Dysart School District
Planned with the New Teacher Orientation Training with Creighton's Super Team
Created 2001 -2002 First Semester training schedule

§ Activity 32. Quarterly Grade Level Meetings - Creighton

Activity Description: Once a quarter all 1st, 2nd and 3rd year Creighton PV teachers met to reflect and share technology resources. The following are the dates and main focus of the meetings:

September 22, 2000 - Reflection on equipment placement

November 7, 2000 - Reflected on an article regarding technology integration and shared technology activities used thus far in their classrooms.

February 13, 2001 - Met the External Evaluator and was informed on their role in the evaluation plan. They also brought samples of student technology work to give to the evaluator.

April 17, 2001 - Reviewed what was needed for the Project Venture new lesson plan format and were given online Assessment websites to help with the assessment portion of the plan.

§ Activity 33. Training for Parents - Creighton

Activity Description: The following training was conducted for parents:

1. Parent involvement in the Classroom: Technology Integration - Squaw Peak
Two Project Venture teachers, Jamie Phillips & Bonnie MacGillivray did a hands-on technology in the curriculum parent night. Students and parents worked side by side in the computer lab on a Kid Pix Slide Show or creating a storybook using EasyBook patterned after a story in their reading series. Additionally students presented portfolio slide shows to their parents. The slides consisted of assessments of what they had learned throughout first grade.

2. Parents as Teachers - Monte Vista School

Arlette Johnson, PV teacher, held three parent evening to assist parents in teaching their children at home. Each night she provided an integrated lesson for parents and students to work cooperatively together in the classroom. She modeled strategies for parents while providing rich integrated real life curriculum. Each evening had the use of computers integrated into the curriculum for students to do a project and parents be their support.

§ Activity 34. Training for Students - Creighton

Activity Description: The following training was offered to students:

1. Student Trainers: Claris Works and PowerPoint - Squaw Peak
Two representatives from the 4th - 8th grade Project Venture teacher's classrooms attended an all day technology training class. The two classes that were offered included ClarisWorks and PowerPoint. Students learned the ins and outs of the program. They created a presentation and then went back to their classrooms and presented to their peer what they learned. They were also used as student assistants when other students had questions with one of the programs.
2. Computer Class
2-week computer class for students. Focus was on social studies with technology integration.
3. Student Technology Training - Papago School
Students were trained in AppleWorks (word processing, spreadsheet, database, paint and draw), internet and e-mail (Gaggle.net), web page development, and PowerPoint throughout the school year in order to become student experts to support technology use in the classroom. After the training, students were expected to help the teachers with the technology so that integration would be more easily attainable.
4. Thinkquest Competition - Machan School
Serve as coach for five fifth grade students as they conduct research and created a website to submit to Thinkquest competition.

§ Activity 35. Lesson Planning - Creighton

Activity Description:

§ Activity 36. Monthly TMT meetings - Kyrene

Activity Description: The following are accomplished at the monthly meetings:

Design and Scheduling for Summer Training
Plan Monthly Project Venture Teacher Trainings
Plan and develop National Conference Presentations
Design "Troubleshooting Training Modules" for Windows 2000 migration
Plan and design Learning Support for all district Administrators: Emphasis on Math Differentiation and Technology Integration
Plan and design Professional Development at sites for school year
Design Acceptable Use Agreement for students and staff
Plan and design Team Building Retreat: Transition of Leaders
Design integrated training materials
Design training schedules
Map out plan for deployment of equipment
Design instruments for data collection
Design feedback forms for technology surveys
Shared classroom integration, troubleshooting and application software integration ideas

§ Activity 37. Advisory Activities with District Superintendents - Maricopa

Activity Description: The Maricopa County Small Schools Consortium provides educational services to 13 independent rural school districts in Maricopa County, with a total of 15 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

Write or revise school Technology Plans
Establish technology Acceptable Use Policies
Support school-site Technology Committees
Align the new Arizona Technology Standards to grade-level curriculum outcomes
Review networking and infrastructure options
Apply for technology grant funds

§ Activity 38. 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. 30 meetings, average 2 hours each.

§ Activity 39. Technology Curriculum Development - Tempe Elem.

Activity Description: The Tempe School District #3 Educational Technology Team has developed a prototype technology curriculum for third grade, matched to ISTE, the latest Arizona Technology Standards, and to other curricular areas. After review by various teacher groups and curriculum specialists, this curriculum will be written for all grades K-8. 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.

§ Activity 40. Project Organizational Meetings - Tempe Union

Activity Description: The trainers meet regularly-biweekly with the Academic Services director for Information Systems and Technology to plan major program efforts, evaluate the direction of the training program, and develop new approaches and techniques for technology training in the district.

§ Activity 41. Campus Professional Development Planning Meetings

Activity Description: The trainers attend planning meetings with members of the information services departments (Library/Technology) at the campus level to coordinate campus in-service opportunities. These meetings support the professional development opportunities that are planned and implemented by individual campuses and put together district experts with campus expertise. These meetings are scheduled as needed for each campus.

‡ 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: Not only did the grant hire a new project director during Year 3, it also hired a new external evaluator. This was the third change in the external evaluators since the beginning of the grant and hopefully it will be the last. 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 Project Venture board and other team members.

After its approval, data collection began in February and was completed during the third week of May.

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.

Also, many improvements have been made to the evaluation website, <http://research.ed.asu.edu/projectventure/>, created and maintained by the ASU's EdCare Lab under the direction of Dr. Marilyn Thompson. In Year 2 needed changes were slow to happen; however, an open communication channel now exists between the external evaluator, the project director and the consortium members. Since February 2001, numerous changes have been made to the website or are in the process of being made.

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 an online survey for administrators will be ready by June 2001. 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 current evaluation team is using the following evaluation instruments:

Technology Skill Self-Evaluation Final year for this. Will use ASSET's MyCompass for Year 4.)

Technology Mentor Teacher Time Report (Will be revised over the summer 2001.)

Training Course Evaluation

Teacher Telephone Interview Questions (New this year.)

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 this year.)

Ethnographic Accounts of Project Venture Teachers' Classes (New this year.)

Case Studies of Project Venture Rural Schools (New this year)

Teachers' Portfolios of Project Venture Activities

§ Activity I. (PD) Conferences for Project Venture Teachers - Kyrene

Activity Description: Each Project Venture teacher had the opportunity to attend 1 conference.

If they did not choose to go, they could use their funds to purchase new software, manual or peripheral device for their classroom.

The following conferences were offered:

Tucson Technology Conference

MEC Conference

NSBA Conference

NSDC Conference

NCTM Conference

Western Cluster Conference

Technology Summit by Microsoft

Number of school staff participants: 25

Professional development contact hours: 16

Professional development number of days: 31

§ Activity II. PV Advisory Monthly Meetings - Consortium

Activity Description: On the first Friday of each month, the PV Advisory group, at least one

person from each consortium member, met for three hours to make decisions and guide the progress of the project towards meeting the three goals. The following are the dates and major topics for the year:

August 4, 2000 - Creighton

Met new director and looked at priorities for the year.

September 7th, 2000 - Creighton

Received update from 2nd Year Evaluation and was given a timeline for completion; shared information from the Director/Evaluator Meeting in Ann Arbor, MI; and set meeting dates for the year.

October 10, 2000 - Tempe Elem.

Discussed upcoming Cognitive Coaching training; evaluated 2nd Year Evaluation report; reached consensus to seek new evaluators; and began discussion on new lesson plan format.

November 3, 2000 - Tempe Union

Determined practical business items related to lesson plan format and evaluation; analyzed Evaluation Final Report Year 2 findings and recommendations; planned for the mid-grant review; reviewed the updated 1999-2000 performance report and created a list of behaviors of a Level IV teacher.

December 1, 2000 - Kyrene

Distributed new Project Venture posters printed by one of the Western Cluster TICGs; reported the opening of the Technical Coordinator position; gave update on selecting new external evaluator and created the criterion for next evaluation team which was used to create interview questions.

January 12, 2001 - Maricopa County Offices

Interviewed External Evaluator, Dr. Dee Spencer; accepted Dee Spencer as the external evaluator; discussed new partnership with Stevens Institute; set date to review application process for the entire consortium; discussed using AzLI to post all lesson plans and began discussing gathering data for the TICG online database.

February 2, 2001 - Tempe Elem

Determined next steps to get evaluation process started; discussed the Western Cluster Conference that Project Venture was co-hosting; determined method to input information into the TICG database and reached consensus on the Lesson Plan/Unit Rubric.

March 2, 2001 - Kyrene

Met Dennis Grittner, new webmaster and technical support for Project Venture; reviewed new classroom observation instrument; approved final evaluation plan and evaluated Lesson Plan/Unit Rubric.

April 6, 2001 - Tempe Elem

Reviewed the revised classroom observation instrument; received updated TICG templates and reviewed what was needed to complete data gathering by May 15th.

May 11, 2001 - Tempe Union

Received update on PV Evaluation activities; reviewed and discussed TICG data gathering by May 15th; updated each other on district's PV application process and received update on PV website redesign

June 1, 2001 - Creighton

Review Year 3 Performance Report; plan for next year's focus and select meeting dates and evaluate the effectiveness of this year's events.

§ Activity III. TMT Monthly Meetings - Consortium

Activity Description: Consortium-wide TMTs met once a month to make decisions and/or participate in training to strengthen their coaching/mentoring skills. The meetings were held at different consortium members' districts. The dates and major topics of the meetings are as follows:

September 22, 2000 - Kyrene
Sharing of Training Materials and Ideas

November 17, 2000 - Tempe Elem.
Math Integration Activities and Western Cluster curriculum resources

December 14 - Kyrene
Excel Training

January 17 - Creighton
Cognitive Coaching Day 6

February 16 - Kyrene
Reviewing Classroom Observation Instrument

March 9, 2001 - Kyrene
"Legal Issues and Technology" and exploring student/teacher resource materials from TICG Western Cluster and Carlos Bill's ESL/Bilingual websites.

April 23, 2001 - Kyrene
Evaluating Websites and Searching Strategies

May 18 - Creighton
External Evaluator Focus Groups and Evaluation of 2002-2001 TMT Meetings.

§ Activity IV. Evaluation Issues - Consortium

Activity Description: Representatives from the consortium meet for the various activities:

1. 2nd Year Evaluation Review

Representatives from all consortium groups met with Year 2 Evaluators to review the 2nd Year Evaluation report.

2. Interview of External Project Evaluator

Interviewed potential external evaluator from ASU. The project director, PV Advisory member from Kyrene and Creighton's assistant Superintendent of Educational Services participated in the interview.

3. EdCare Lab Data collection website issues

One representative from each consortium member met at ASU to discuss with the EdCare staff needed changes in the Project Venture data collection website. Changes were needed to the course evaluation, TMT time reports and levels of security. EdCare has made all changes as requested or is in the process of making the changes.

§ Activity V. Western Cluster Activity- Consortium

Activity Description: Project Venture participated in two Western Cluster activities as follows:

1. Western Cluster Meeting in Yosemite, CA

Seven members of the Project Venture consortium attended the Western Cluster meeting September 13 - 15. Toured a high tech high school in Clovis, CA and networked with several western TICG. Attended a lesson plan and software evaluation session that provided lesson plans integrated with popular software titles. 95-97 TICGs shared regarding Mid-grant review experiences.

2. Co-hosted Western Cluster "Sunshine Technology Conference" 2/01

In conjunction with Global Connections, Phoenix Union HS TICG, Project Venture co-hosted the Western Cluster's "Sunshine Technology Conference" at the Fiesta Inn, Tempe, AZ. The new external evaluator attended two days and met several other external evaluators. A total of 10 consortium members attended off and on during the three-day conference. Focus was on sustainability, mid-grant reviews and ways to continue the Western Cluster meetings.

§ Activity VI. Reviewed website resources for ASSET - Consortium

Activity Description: On May 10th, ten Project Venture consortium members reviewed many online resources to support ASSET's implementation of MyCompass, an online technology self-assessment. All Project Venture teachers will be asked to take and retake MyCompass online assessment to assess their technology skills.

§ Activity VII. TMTs Meetings - Creighton

Activity Description: Meet one to two full Fridays a month and one _ day per month to guide the implementation of Project Venture in Creighton School district. The following activities were accomplished:

- Scheduled quarterly district-wide technology training
- Planned quarterly PV teachers meetings
- Planned two off-contract days
- Planned PV application process
- Revised rubric for PV Lesson Plans
- Created interview questions and criteria for PV application process
- Scored Project Venture Applications and conducted interviews
- Selected 2001-2002 Project Venture teachers
- Went to each school site to congratulate new Project Venture teachers for 2001-2002
- Created 2nd and 3rd PV Teacher Agreements
- Reviewed classroom observation tools for ASU external evaluator
- Began writing Technology scope and sequence for Creighton students
- Planned 4-day Technology Integration workshop for Dysart School District
- Planned with the New Teacher Orientation Training with Creighton's Super Team
- Created 2001 -2002 First Semester training schedule

§ Activity VIII. Quarterly Grade Level Meetings - Creighton

Activity Description: Once a quarter all 1st, 2nd and 3rd year Creighton PV teachers met to reflect and share technology resources. The following are the dates and main focus of the meetings:

September 22, 2000 - Reflection on equipment placement

November 7, 2000 - Reflected on an article regarding technology integration and shared technology activities used thus far in their classrooms.

February 13, 2001 - Met the External Evaluator and was informed on their role in the evaluation plan. They also brought samples of student technology work to give to the evaluator.

April 17, 2001 - Reviewed what was needed for the Project Venture new lesson plan format and were given online Assessment websites to help with the assessment portion of the plan.

§ Activity IX. Monthly TMT meetings - Kyrene

Activity Description: The following are accomplished at the monthly meetings:

- Design and Scheduling for Summer Training
- Plan Monthly Project Venture Teacher Trainings
- Plan and develop National Conference Presentations
- Design "Troubleshooting Training Modules" for Windows 2000 migration

Plan and design Learning Support for all district Administrators: Emphasis on Math Differentiation and Technology Integration
 Plan and design Professional Development at sites for school year
 Design Acceptable Use Agreement for students and staff
 Plan and design Team Building Retreat: Transition of Leaders
 Design integrated training materials
 Design training schedules
 Map out plan for deployment of equipment
 Design instruments for data collection
 Design feedback forms for technology surveys
 Shared classroom integration, troubleshooting and application software integration ideas

§ Activity X. Project Organizational Meetings - Tempe Union

Activity Description: The trainers meet regularly-biweekly with the Academic Services director for Information Systems and Technology to plan major program efforts, evaluate the direction of the training program, and develop new approaches and techniques for technology training in the district.

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, 13 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 Addressed: Project Venture is actively involved in activities that support National, State and Local Initiatives. It is also lending leadership for many state and local technology initiatives.

1. October 2000, Kyrene School District Project Venture team presented at NSBA Technology Conference, in Denver, CO on the technology assessment program in their district.

2. The Project Venture Director was selected to attend the Secretary's Spotlight Technology Conference in Washington, DC, September 2000. She discussed the Project Venture professional development model and training efforts during two Spotlight School

break-out sessions.

3. The Tempe Union Project Venture Technology Mentor Teachers were selected to present a Poster Session at the 2001 National Educational Computer Conference (NECC) in Chicago, IL, June 25 - 27,

4. In 1998, the current Arizona Technology Standards were not widely accepted in school districts in the state. Due to the increased level of concern and the lack of usage, Arizona State Department of Education decided to revise them. Dr. Ruth Catalano led the revision process and the former Project Venture director was able to participate in the revision process. The current Project Venture director worked on the revision process from December 1999 through September 2000. The State School Board approved the new Technology standards on 9/20/00, <http://www.ade.state.az.us/standards/technology>. They are directly aligned with NETS (National Educational Technology Standards for Students) created by ISTE, International Society for Technology In Education. All lesson plans created by Project Venture teachers are based on the new technology standards and integrated with the content standards.

5. Working with their TMTs, Project Venture teachers are committed to developing classroom lesson plan that incorporates both the new Arizona technology standards and all content standards. Project Venture is collaborating with ASU West's PT3 (Preparing Tomorrows Teachers to Use Technology) grant, Global Connections (another TICG in Phoenix), ASSET (Arizona School Services through Educational Technology), and Apple Computer to revise the existing AzLI (Arizona Learning Interchange) website <http://azli.asu.edu/>. This will become a portal of the lesson plans created by the PT3 and TICG grants in Maricopa County, which are aligned with and searchable by the Arizona's content and technology standards. Dissemination of these units will provide a springboard for teachers throughout our state to benefit from our work.

6. Arizona's School Facility Board (SFB) <http://www.sfb.state.az.us/sfb/sfbpub/sfbindex.stm>, and the Students First legislation provided additional computers, at no cost, to all districts in the state in order to bring the student/computer ratio to a standard of 1:8. Not only did the SFB provide 34,000+ computers, they also allocated \$60 per computer for professional development. ASSET was given the funding and the responsibility to provide technology professional development to the teachers in Arizona.

Though a series of stakeholders meetings, several Project Venture consortium members were actively involved in the creation of the professional development model. At the heart of the model is an online technology self-assessment, MyCompass, available for all teachers, administrators and technicians in Arizona. Project Venture's director was asked to review the assessment rubrics to see if they were aligned with the new state technology standards and NETS for Teachers. The end product was a gap analysis with additional written rubric items to assure that the assessment is completely aligned. Currently, all the changes are being made and MyCompass will make its online debut on June 8, 2001, <http://www.asset.asu.edu/mycompass/>.

Every teacher, administrator and technician in Arizona will be encouraged to take the self-assessment. After a person completes the assessment, they will receive a personal profile of online courses they could take to help them move to the next level of proficiency. Two of the 15 Project Venture Technology Teacher Mentors will be Navigators, online facilitators, for the courses. Additional online resources will also be

included in the profile. 10 Project Venture consortium members participated in reviewing resources and aligning the online courses to the MyCompass assessment. Beginning June 2001, more than 40 online professional development courses are being offered to teachers in AZ at no cost. Project Venture is truly supporting the technology initiatives of the State of Arizona.

7. March 2001, Project Venture's director was a team leader in reviewing competitive grants for Technology Literacy Challenge (TLC) Grants offered by the state. More than \$6 dollars was awarded this year.

8. Several Project Venture consortium members were involved in the early stages of developing the Arizona's Bill and Melinda Gates Foundation Proposal which will provide Leadership Institutes for Technology (LIT) is specifically designed to:

- support superintendents and principals in their leadership development - through leadership training
- strengthen their efforts to support teachers in technology integration in the classroom - by exposing them to models of technology integration
- support systemic change and continuous improvement efforts - by providing information and support in these areas
- enhance technology skills

Project Venture consortium members have already been asked to conduct portions of the Leadership Institutes for Technology.

9. Due to the reputation of and dissemination efforts by Project Venture, Dysart School District, a small west Phoenix district, contacted the Project Director to see if the consortium would conduct a 4-day Technology Integration workshop for their teachers. Even though the Creighton TMTs will do the actual training, it will be a joint consortium effort. Materials created by Kyrene School and Tempe Elementary will be used throughout the 4 days.

10. Project Venture is a partner in creating Arizona's K-12 Technology. The Project Director and other consortium members will be involved in guiding the plan's progress, which should be finished by August 2001.

11. The Project Venture Advisory Group became the catalyst for creating an Eastside chapter of AzTEA (Arizona Technology in Education Alliance) <http://www.aztea.org>, the state's main technology professional organization and an ISTE affiliate. Tempe Union's Project Venture team provided the necessary leadership needed to form the chapter. Three major activities have been conducted since January 2001. Kyrene, Tempe Elementary and Creighton are also involved in the Eastside AzTEA chapter.

12. Project Venture consortium is a valuable resource to all educational initiatives and will stimulate change. In all involved districts, technology mentor teachers collaborate with other district programs to support technology integration. Project Venture TMTs have purposefully worked with Title VII, Title I, technology plan writing, curriculum writing, curriculum adoption, new teacher training, and others.

Technology Type: both Software and Hardware

Technology Name: In-Class Mini-lab

Technology: When teachers are selected as Project Venture participants, they are issued an in-class

Description: 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 Three. 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?: No

Distance Learning Technologies Used:

Other Distance Learning Technologies:

V. Budget Information

Funds Requested: \$950,006.00

Funds Received: \$950,006.00

Actual Budget Expenditures for the Reporting Period: \$828,263.00

Status of Current Budget: At this time, we do not expect to carryover funds into the new project year. We expect to expend all third year funds by September 30, 2001. We do anticipate challenges covering the cost of our evaluation as we move into the next two years. It is imperative that we do an exemplary evaluation as we expect the outcome to guide technology training in the consortium in the future.

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: \$120,000.00

% of Total Budget Spent 12.0
on Evaluation:

Funds Spent on \$35,000.00
Technology
Infrastructure:

Funds Spent on \$700,000.00
Professional
Development:

Leveraging of Funds TLCF, Title I, Goals 2000, Other federal funds (specify), State-funded technology
from Other Sources: program, Other state initiatives (specify)

Other Federal Funds: Creighton District used Title VII funds to assist with the acquisition of computer in classrooms serving limited English proficient students. Most Districts also used Erate funds for network upgrades.

Other State Initiatives: In all participating districts, the Arizona School Facilities Board (SFB) purchased sufficient computers to ensure a student to computer ratio of 8:1. The SFB is also undertaking the upgrading of network infrastructures statewide.

Information is accurate Pamela A. Burkhardt
as entered:

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 Uploaded for this Project

Project Venture MEC Presentation.ppt	<i>Other</i>	6/6/2001 [v2]	Project Venture Presentation made at MEC - Microcomputer in Education Conference, March 2001 at Arizona State University.
Project Venture Western Cluster.ppt	<i>Other</i>	6/6/2001 [v1]	Project Venture Presentation made at the Western Cluster "Sunshine Technology Conference, February 2001 at the Fiesta Inn, Tempe, AZ.
Project Venture WordLessonPlan.rtf	<i>WP Document</i>	6/1/2001 [v1]	This was provided in Word as well as ClarisWorks.
Project Venture AppFlyer.doc	<i>WP Document</i>	6/1/2001 [v1]	This was handed out to tell the process at-a-glance.
Project Venture Complete Application Package.doc	<i>WP Document</i>	6/1/2001 [v1]	Entire application process to become a Project Venture Teacher.
Project Venture sorphmst meeting.nnt	<i>Other</i>	5/31/2001 [v1]	Presented how Creighton is effectively using technology

<u>meeting.ppt</u>			using technology.
<u>Project Venture Project Venture Integration Model.ppt</u>	<i>Other</i>	5/31/2001 [v1]	Along with Kyrene's assessment program, Project Venture's integration model and evaluation plan was presented at the February, 2001 meeting.
<u>Project Venture TucsonTechnology.ppt</u>	<i>Plain Text</i>	5/31/2001 [v1]	Project Venture Presentation made at the Tucson Technology Conference, January 2001
<u>Project Venture MCCSSD.ppt</u>	<i>Other</i>	5/30/2001 [v1]	Presentation made to the superintendents of several small Maricopa County School Districts, October, 2001
<u>Project Venture AzTEA.ppt</u>	<i>Plain Text</i>	5/30/2001 [v1]	Presented at the Arizona Technology Conference (AzTEA) in August, 2000. Gives a brief overview of the project and then its impact on consortium districts
<u>Project Venture Technology Mentor Teacher Focus Group Interview Questions.doc</u>	<i>Plain Text</i>	5/26/2001 [v1]	Open-ended questions asked to Project Venture mentor teachers in focus groups.
<u>Project Venture Teacher Telephone Interview Questions.doc</u>	<i>Plain Text</i>	5/26/2001 [v1]	Open-ended questions asked of a sample of Project Venture teacher regarding their use of technology and their perspectives on the project.
<u>Project Venture Student Focus Group Interview Questions.doc</u>	<i>Plain Text</i>	5/26/2001 [v1]	Open-ended questions asking students about their use and their teachers' use of technology in their classes.
<u>Project Venture Classroom Observation Form.doc</u>	<i>Plain Text</i>	5/26/2001 [v1]	Instrument used to conduct classroom observations for Project Venture

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

1. **"None at this time"**: See Executive Summary for further explanation.

Evaluation Tools and Names of Instruments Used in the Evaluation

1. *Electronic survey*: "Technology Skill Self-Evaluation"
2. *Logs/journals*: "Technology Mentor Teacher Time Report"
3. *Electronic survey*: "Training Course Evaluation"
4. *Telephone interview*: "Teacher Telephone Interview Questions"
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*: "Teachers' Portfolios of Project Venture Activities"

Replication of Evaluation Components

Title, Type and Description of Product Disseminated

Dissemination Title:	Project Venture Presentations - Come follow the Venture - Consortium
Dissemination Type:	Professional development presentation
Dissemination Description:	<p>The professional development model used by Project Venture schools and districts has been shared at the following workshops and conferences:</p> <p>Arizona (AzTEA) Technology Conference - August, 2000 - One person from each consortium group presented a portion along with the director.</p> <p>Maricopa Small Schools Superintendents, October, 2001 - Presented by Director and the two TMTs from Maricopa</p>

Tucson Technology Conference - January, 2001 - Representatives from each consortium group presented a portion along with the director.

Western Cluster Sunshine Technology Conference, February, 2001 - Project director presented.

Microcomputers in Education (MEC) - March 2001 - Had a panel of Project Venture teachers talk about their experiences with 5 computers in their classroom and having a coach/mentor to help them. Distributed copies of integrated lesson plans, ESL/Bilingual websites and PV application process.

To obtain product: PowerPoint presentations are uploaded on this TICG database website. Lesson plans can currently be obtained at www.creighton.k12.az.us/projectventure and will soon be on AzLI website.
ESL/Bilingual website: <http://www.creighton.k12.az.us/bilint/index.htm>

Dissemination Title: Technology Assessment Presentation - Consortium

Dissemination Type: Evaluation plan

Dissemination Description: Presented at a Westside AzTEA February Chapter meeting that had a focus on technology assessment. Four consortium members from Kyrene shared their technology assessment plan and the PV director shared the focus of Project Venture's evaluation process and shared a technology integration model being used in the Creighton School District.

To obtain product: Kyrene's material is copyrighted. If you wish to use the materials a written permission must be obtained from the Information Systems Department. Source credit must be given if you choose to use the materials. Contact Biz Northup, Kyrene School District, Tempe, Arizona 85284.

The PowerPoint presentation used can be found in the uploaded section. The integration model is included in the presentation.

Dissemination Title: Project Venture Presentations - Creighton

Dissemination Type: Other (Specify)

Dissemination Description: Presented how Project Venture was making a difference in the Creighton School District to the following groups:

Governing Board, 10/2000
Gave progress report

Creighton's Leadership group, September, 2000
Gave progress report

Potential Project Venture Teachers, February 2001
Presented application process for becoming a Project Venture teacher

Soroptimist Club of Arizona, March 2001
Presented how Creighton is using technology effectively

To obtain product: PowerPoints presentations are in the uploaded section of the TICG database. The application process is also in the uploaded section.

Dissemination Title: ESL/Bilingual Resources Website - Creighton

Dissemination Type: Instructional materials

Dissemination Description: One of Creighton's TMTs, Carlos Bill, has created an intensive website of ESL/Bilingual resources. He has presented the website at two technology conference in the past six months. The resources range from online creation tools to ESL clipart to online quizzes. It is a valuable resource for anyone who needs ELS or Spanish materials.

To obtain product: URL: <http://www.creighton.k12.az.us/bilint/index.htm>

Dissemination Title: Project Venture Integrated Lesson Plans/Units - Kyrene

Dissemination Type: Curriculum

Dissemination Description: Focus of the Lesson Plans and Units will be: Hands-on learning with an emphasis on curricular units and evaluation tools that address state and national academic and technology standards.

To obtain product: For further information, please contact Biz Northup, Kyrene School District, Tempe, Arizona 85284. Some lesson plans are poster at the Project Venture website, www.creighton.k12.az.us/projectventure/.

Dissemination Title: Making the Connection between Curriculum and Technology Integrated Lesson Plans/Units- Kyrene

Dissemination Type: Instructional materials

Dissemination Description: The focus of lesson plans and units will be: Creating hands-on curricular units and evaluation tools that address state and national academic and technology standards. Utilizing technology as a tool to enhance student learning in a meaningful and useful way.

To obtain product: For further information, please contact Biz Northup, Kyrene School District, Tempe, Arizona 85284

Dissemination Title: Technology Integration Instruments - Kyrene

Dissemination Type: Evaluation instruments

Dissemination Description: These tools have been designed in order for our Project Venture team to collect data in the following areas:
-- Knowledge of standards
-- Integration of technology
-- Classroom management involving technology
-- Empowering students through student-centered classroom setting
-- Assessments

To obtain product: The material is copyrighted. If you wish to use the materials a written permission must be obtained from the Information Systems Department. Source credit must be given if you choose to use the materials. For further information, please contact Biz Northup, Kyrene School District, Tempe, Arizona 85284.

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

Dissemination Type: Lesson development

Dissemination Description: Focus of the Lesson Plans and Units will be: Hands-on learning while creating curricular units and evaluation tools that address state and national academic and technology standards.

To obtain product: The material is property of Intel and the Institute of Computer Technology (ICT). A sample lessons can be obtained at the following URL:
<http://www.intel.com/education/teach/fischer.pdf> For further information, please contact Biz Northup, Kyrene School District, Tempe, Arizona 85284.

Dissemination Title: Technology in the Classroom Activities - Maricopa

Dissemination Type: Lesson plans

Dissemination Description: Series of lesson plans, technology-based curriculum units and teacher-oriented activities and presentations.

To obtain product: By request from the Maricopa County Small Schools Consortium (e-mail jirvin@maricopa.k12.az.us) or from the Maricopa County Small Schools web site (in progress) Some are also on the shared folders of school servers.

Dissemination Title: Project Venture Presentations - Tempe Elem.

Dissemination Type: Other (Specify)

Dissemination Description: The following presentations have been made:
1. Presentation on TD#3 Math and Technology Integration Project at the Arizona Technology Conference, August, 2000
Presentation to teachers from around the state at the Arizona Technology in Education

Conference sponsored by AzTEA, an affiliate of ISTE.

2. 1999-01 Project Venture Year in Review Presentation
Videotape of student interviews, teacher vignettes, and other highlights. Tempe School District #3 Governing Board presentations are broadcast through local cable television.

3. 2001-02 Project Venture Application Packet with Instructions to Principals
Presentation made to TD#3 Principals about Project Venture Application Process.

4. 2001-02 Project Venture Application Packet with Instructions to Teachers
Two informational presentations were held for prospective teacher-applicants about Project Venture Application Process.

To obtain product: 1. Distribution occurred during the presentation with additional information shared about downloading from the TD#3 web site. Others may visit http://www.tempe3.k12.az.us/for_teachers/curriculum.html to download the Math K-5 document's .pdf file. Or email rcamuse@tempeschools.org with your request.

2. N/A

3. Packet is available for TD#3 teachers and administrators by download from the TD#3 email system. Others may request a copy of the application package by sending a request to rcamuse@tempeschools.org.

4. 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: **Math & Technology Integration Guide for Elementary Schools - Tempe Elem.**
Math & Technology Integration Guide for Middle Schools - Tempe Elem.

Dissemination Type: Professional development materials

Dissemination Description: The guides are designed to help 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 and Middle School are included.

To obtain product: Both guides are available on the TD#3 District Web Site, together with the Language Arts and Technology Integration Guide from the previous year. Visit http://www.tempe3.k12.az.us/for_teachers/curriculum.html. Or email rcamuse@tempeschools.org with your request.

Dissemination Title: **Project Venture Presentations - Tempe Union**

Dissemination Type: Other (Specify)

Dissemination Description: The following are presentations made by Tempe Union HS District about Project Venture activities:

1. Governing Board Presentation - Tempe Union HS District

In the fall, we presented info about the grant as a part of a larger presentation about instructional technology in the district. We were able to share w/the board how our training is impacting the district as well as how far we still have to go.

2. Integrating Technology into the High School Classroom - MECC, March 2001

2 trainers and 3 teachers spoke about and shared integration ideas for high school level. Handouts were web addresses, lesson plans and lesson ideas.

3. Meeting w/Roosevelt District Staff Development director regarding Technology Training Shared both the materials we use to do training and ideas as to how our training has grown over the last 3 years. This sharing led to a list of best practices that should be helpful to everyone.

Lessons Learned

Lesson Title: Integration and teacher reflections - Creighton

Lesson Category: Curriculum integration

Lesson Description: By having adequate time and access with the computers, teachers that at first seemed like they were not doing much integration showed tremendous growth in their reflections.

Lesson Title: Student technology skill layout - Creighton

Lesson Category: Curriculum integration

Lesson Description: It is critical to teach students basic computer skills before jumping into a large integrated project. I have learned that teachers need to have a layout each quarter to guide them in teaching the students basic skills. This is even truer for first year teachers. They find themselves trying to implement projects but the students have not yet learned some of the basic steps like how to save to a server or shared folder.

Lesson Title: Cognitive Coaching - Creighton

Lesson Category: Working with diverse learners

Lesson Description: I have learned that with the variety of teachers I have they each need to be approached differently. The strategies that I learned in Cognitive Coaching have assisted me in this endeavor. I have some teachers who need their hands-held while others want to be left alone and only come to me with problems or other issues. Each type of learner needs to be handled differently.

Lesson Title: Building Capacity - Kyrene

Lesson Category: Building Capacity ("other" category entered)

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

Year	District Size	#Mentors	#of teachers
1	20,000+	3	21
2	20,000+	4	35
3	20,000+	5	50
4	20,000+	6	60-75
5	20,000+	7	75-100

Feedback from first year participants is that they still need or want support in the classroom. Due to the time commitment for the new participants in the grant, the amount of time to support the first year participants decreases because of the new participants coming on board. The new participants need a lot of time up front for support in getting started. The mentor teachers would prefer to continue working with all their teachers as the years progress instead of feeling like they have to leave some "behind" or "let go" of some due to the newer ones coming on board.

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

Lesson Category: Infrastructure development

Lesson Description: Technology Integration has hidden benefits. Teachers learn technology best 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

Lesson Title: Teaching Teachers with Different Skill Levels - Maricopa

Lesson Category: Working with diverse learners

Lesson Description: Teaching teachers creative and effective ways to use technology in the classroom 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, one-size-fits-all training on the topic, and then give the teachers a variety of hands-on activities ranging from basic 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: Working with Families and the Community - Maricopa

Lesson Category: Working with families

Lesson Description: Most of our small schools are located in isolated rural areas of Maricopa County. Families are often poor, and few have ready access to computers at home. Thus far we have not been able to involve the schools with community-outreach projects using the technology at the schools, but this is a long-range goal

Examples would be:

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

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, but it has been a slow process. 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: Schools Must Support Professional Development for Teachers - Maricopa

Lesson Category: Professional development

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.

Lesson Title: Administrative Support is Essential - Maricopa

Lesson Category: Administrative Support - Maricopa ("other" category entered)

Lesson Description: 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: Keyboarding Skills - Maricopa ("other" category entered)

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: 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: 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.

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 use 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.

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 Teacher training. Staff from three Consortium schools were trained as Savvy Cyber trainers. Two schools have conducted on-site Savvy Cyber training sessions this year, and another training session is planned for the Fall of 2000. 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.

They will be conducting a consortium TMT training on the use of OCP (Online Collaborative Projects)during Fall, 2001.

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 Description:	Arizona Tech Corps has begun working with our Maricopa Small 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:	ASSET (Arizona School Services Through Educational Technology)
Partners Description:	<p>Current: Responsible for maintaining MyCompass Online Self-Assessment tool and free online professional development courses. Project Venture will be using this to assess growth of teachers. The external evaluator will work with them to get the needed data.</p> <p>July, 2000 Assisted in hiring process for new director.</p> <p>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)</p> <p>January, 1999 Consultant for training program and administrative decision-making.</p> <p>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.</p>

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: 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: 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:	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
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: Government organization

Organization: Maricopa County School Superintendent's Office

Partners Description: Office space, computer, e-mail account, phone, fax, printing facilities, supplies, administrative assistance, technical support

Amount Promised: \$20,000.00

Amount Given: \$20,000.00

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.

Amount Promised: \$5,000.00

Amount Given: \$5,000.00

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 Consortium District Partner

Description:

The following is a breakdown of inkind contributions from Kyrene

Pentium III workstations (5 per Project Venture teacher x 25)

Projection Systems (1 per Project Venture teacher x 25)Color Printer (1 per Project Venture teacher x 25)

Software titles (Inspiration, 1 per Project Venture teacher x 25)

Conference registrations (1 per Project Venture teacher x 25 @ \$150.00 each)

Conference registrations for Project Venture Mentor teachers (2-3 per mentor teacher)

Scanners (1 per Project Venture teacher x 25)

M&O budgeted amount of services: Payroll, purchasing, data processing, technical support and network services.

All Capital Budget Lines

Budgeted Amount 5%

610 1,500,000.00 75,000.00

630 2,436,000.00 121,800.00

651 35,000.00 1,750.00

625 750,000.00 37,500.00

TOTAL 4,721,000.00 236,050.05

Travel/Room Expense, Etc Expenses

Seattle Conf. 387.07

377.25

NSBA 849.76

575.46

NSDC 619.00

NSBA Air Fare 401.30

401.30

Insurance 4,590.00

OASI 6,991.00

Worker's Comp 274.00

Retirement 2,431.00

TOTAL 17,897.14

Salary Info

Informational Technology

Total M&O Budget Amount 1,189,875.00

Instructional Technology

Total M&O Budget Amount 124,200.00

TOTAL of Both Budget Lines 1,314,075.00

Biz and Jan's Salaries -87,465.00

Travel/Room Expenses, Etc. -17,897.14

TOTAL 1,208,712.90 60,435.65

Instructional Technology M&O 124 200 00

5% of M&O 6,210.00
TOTAL 130,410.00

**Amount
Promised:** \$350,000.00

Amount Given: \$426,895.70

Partner Type: LEA (and assoc. schools)*

Organization: Maricopa County Small Schools Consortium/Maricopa County Regional Schools District #512

**Partners
Description:** Consortium partner of 12 small rural schools in Maricopa County (each school has fewer than 600 students).

**Amount
Promised:** \$0.00

Amount Given: \$0.00

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: other State Agency

Organization:	Regional Training Center (RTC)
Partners Description:	<p>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.</p> <p>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.</p>
Amount Promised:	\$3,750.00
Amount Given:	\$3,750.00

Partner Type:	Private school
Organization:	Phoenix Country Day School
Partners Description:	<p>Undisclosed amount from private donor</p> <p>Undisclosed amount from private donor for teacher pay, software, training, and instructor pay.</p> <p>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.</p>
Amount Promised:	\$0.00
Amount Given:	\$0.00

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.
Amount Promised:	\$1,000.00
Amount Given:	\$1,000.00

Amount Totals: Promised: \$1,744,153.71 Given: \$1,821,049.41

Project Participants

Total Number of Students Served: 14,770

Total Number of Teachers Involved: 2,183

Total Number of Administrators Involved: 195

Total Number of Parents Involved: 48