

Marking Progress – Northern AZ Technology Integration Coaching Consortium

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| This Source of Data ... | Measures ... | In This Group ... | When? | 2007-08 Project Results |
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| <i>TechLiteracy Assessment</i> | Technology literacy | 5 th and 8 th grade students who are part of our grant project | Fall 2007 & Spring 2008 | During year one of this two-year grant, students in classes directly impacted by this grant demonstrated an average of 15% growth in technology literacy, as determined by pre and post TechLiteracy Assessment scores. |
| <i>Inventory of Teacher Technology Skills</i> | Technology literacy | Technology coaches who are part of our grant project | Fall 2007 & Spring 2008 | Technology coaches scored between 90-100% proficiency in the Planning, Management, and Instruction category of the Florida Inventory of Teacher Technology Skills. |
| <i>Technology Skill & Practice Survey</i> | Technology proficiency and frequency of use | Technology coaches & their collaborating teachers in the grant project | Fall 2007 & Spring 2008 | <ul style="list-style-type: none"> According to the Technology Skill & Practice Survey post-assessment, 93% of coaches and collaborating teachers addressed their proficiency with creating standards-based technology-enhanced lessons as "high", "able to teach others", or "expert", up from only 54% in this category on the pre-assessment. According to the Technology Skill & Practice Survey post-assessment, 77% of coaches and collaborating teachers addressed their proficiency with collaboratively planning and implementing standards-based technology-enhanced improvements in another teacher's lessons as "high", "able to teach others", or "expert", up from only 53% in this category on the pre-assessment. |
| <i>Galileo Benchmark Tests</i> <i>4Sight Benchmark Tests</i> <i>Dibels Reading Test</i> | Academic achievement in reading and/or math | Students who are impacted by our grant project | Fall 2007 & Spring 2008 | During year one of this two-year grant, students in classes directly impacted by this grant demonstrated an average of 17% growth in reading and 18% growth in math, as determined by pre and post assessment scores. |
| AIMS Test | Academic achievement in reading and math | Students who are impacted by our grant project | 2005-06 data & 06-07 data for reading & math | Data demonstrated a need to focus on reading and math achievement in each consortium district. |

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| Student academic projects completed using technology | Academic progress in the given subject area and technology literacy | Students who are impacted by our grant project | Ongoing | Over 80% of the technology peer coaches submitted examples of student products that demonstrated effective technology integration strategies to meet curricular content and improve student academic achievement. |
| Teacher-created technology-integrated lesson plans | Proficiency with technology integration | Coaches & collaborating teachers | Ongoing | Over 80% of the technology peer coaches submitted an improved lesson plan that demonstrated effective technology integration strategies to meet curricular content and improve student academic achievement. |
| Collaboration logs | Quantity & quality of time spent working with collaborating teachers | Technology coaches | Ongoing | Coaches spent a minimum of 30 minutes per week working with collaborating teachers to integrate technology into daily lessons. |
| Puget Sound Center technology coaching discussion forum posts | Progress on the technology coaching cycle | Technology coaches | Ongoing | A professional learning community was established in between training sessions to provide ongoing support and feedback for coaching efforts. |
| Project facilitators' contact database | Quantity of professional development contacts made throughout the 6 consortium districts | Project facilitators | Ongoing | Project facilitators maintained a yearlong database showing ongoing contacts made in support of coaches and collaborating teachers as well as professional development activities designed to provide technology integration strategies. |
| Training attendance logs & evaluations | Numbers of participants at each professional development training offered | Coaches, collaborating teachers, & other educators throughout the 6 consortium districts | Ongoing | Numerous technology professional development events were held in each consortium district to support grant goals. |
| School site visits & classroom observations | Effective technology integration strategies being used | Technology coaches & collaborating teachers | Ongoing | <ul style="list-style-type: none"> Project facilitators visited each consortium district frequently to gauge progress, provide support, and gather data. Coaches & collaborating teachers observed one another in order to learn about and provide feedback on effective technology integration strategies. |