Marking Progress – Northern AZ Technology Integration Coaching Consortium

Mary Knight, Tricia Roach, Heather Zeigler

This Source of Data …	Measures …	In This Group …	When?	2008–09 Project Results
TechLiteracy Assessment	Technology literacy	5th and 8th grade students who are part of our grant project	Fall 2008 & Spring 2009	During SY 08-09, students in classes directly impacted by this grant demonstrated an average of 13% growth in technology literacy, as determined by pre and post TechLiteracy Assessment scores.
Florida Inventory of Teacher Technology Skills	Technology literacy	Technology coaches & collaborating teachers who are part of our grant project	Fall 2008 & Spring 2009	Technology coaches scored an average of 98% proficiency in the Planning, Management, and Instruction category of the Florida Inventory of Teacher Technology Skills in the spring, compared to an average of 96% in the fall. This category measures effective application of instructional technology in the classroom. Technology coaches (2.46%) and collaborating teachers (1.37%) demonstrated an average of 1.92% growth in all categories of the Florida Inventory of Teacher Technology Skills between the fall and spring. These categories included Basic Tech Operations, Productivity, Communications, Research, and Social/Legal/Ethical Issues related to technology.
•*Galileo* Benchmark Tests •*4Sight* Benchmark Tests •*Dibels* Reading Test •Teacher-created reading and/or math tests	Academic achievement in reading and/or math	Students who are impacted by our grant project	Fall 2008 & Spring 2009	During SY 08-09, students in classes directly impacted by this grant demonstrated an average of 2% growth in reading and 11% growth in math, as determined by pre and post assessment scores. Pre and post test data in student reading achievement indicate a 3% increase in the number of students reaching benchmark levels in classes directly impacted by this grant project.
AIMS Test	Academic achievement in reading and math	Students who are impacted by our grant project	2006-07 data & 07-08 data for reading & math	Data demonstrated a need to focus on student reading and math achievement in each consortium district.

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 93% of the technology peer coaches submitted examples of student products that demonstrated effective technology integration strategies to meet curricular content needs and improve student academic achievement. These lessons were taken from either their own classrooms or those of their collaborating teachers.
Teacher-created technology-integrated lesson plans	Proficiency with technology integration	Coaches & collaborating teachers	Ongoing	Over 93% of the technology peer coaches submitted an improved lesson plan that demonstrated effective technology integration strategies to meet curricular content needs 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. Activities included: •Help with setting up equipment •Identification of technology resources for inclusion in lessons •Improvement of existing lessons to integrate technology in appropriate ways •Identification of technology resources to address students with special needs •Classroom observations with feedback & reflection •Team teaching of lessons with appropriate technology integration •Small group dialogue within PLCs or other site-specific tech training.
Puget Sound Center technology coaching discussion forum posts	Progress on the technology coaching cycle	Technology coaches	Ongoing	A professional learning community was created during face-to-face meetings and maintained 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. These included trainings on various pieces of hardware and software, as well as classroom projects to meet academic goals. Participant evaluations consistently gave high marks for both quality of presentations & meeting learner needs.
School site visits & classroom observations	Effective technology integration strategies being used	Technology coaches & collaborating teachers	Ongoing	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.
Grant Statistics	Numbers impacted by our project	Technology coaches, collaborating teachers, and students directly impacted by the grant project		28 coaches, 34 collaborating teachers, over 2,500 students.