

## The CCSESA Teaching and Learning Interchange Preparing Tomorrow's Teachers to Use Technology Grant

Goal	By the end of year one:	Who?Level?	Timeline	Evaluation
1	the TLI will provide internet-based subject-matter competency training focused upon science that includes online access to test preparation materials and subject matter content tutoring. Participating pre-intern candidates passing rates for requisite subject matter competency exam (s) for teacher licensure purposes will increase by 20% (baseline from previous year and/or October 2001 rates)	Self-selected COEs and their pre-interns will use the ClearPhone software for video conferencing, whiteboard access and file exchange.	<i>December</i> 2001 training of tutors using ClearPhone software. Tutoring events between <i>January</i> 2002 and February 16, 2002  February 2002 Training of tutors using ClearPhone. Tutoring events February 2002-April 26, 2002	Satisfaction survey of perceived quality of tutoring delivered via the technology (pre-interns, tutors and directors)  SSAT Passing rates for February 16, 2002 and April 26, 2002 exams  Praxis passing rates for February 9, 2002 and April 20, 2002
2	the TLI will present video investigations into classroom practice in the teaching of science.  Note: the Video Case Study (*VCS) team (aka skunkworks or SuperTeam) will be composed of persons chosen for their expertise in specific aspects of this project, e.g., knowledge of text-based case studies, online professional development, internet use of video, etc.	LL: Case-based study and discussion of videos and other artifacts of classroom practice will be explored by self-selected COEs  APL: VCS team will design dilemmas in education to be delivered via video case studies. These will be examined by self-selected COEs, then refined by the VCS team.	LL: Video examples online by January, March, May and piloted by pre-intern study groups that includes master teachers to guide the discussion. Report of types and quality of interactions and participant satisfaction after survey. (Survival skills, classroom management and science pedagogy)  APL: VCS team meets to set standards and design interface, types of supporting artifacts and interactions. Piloted by pre-intern study group (self-selected COEs) then revisited by VCS team. Cycles begin in <i>December</i> 2001- <i>February</i> 2002 and <i>March</i> 2002- <i>May</i> 2002.	Survey regarding satisfaction with <ul style="list-style-type: none"> <li>The respective services</li> <li>Means of access (CD or web)</li> <li>Quality of product delivery</li> </ul> Content analysis by CA Standards expert team.  Case-based quality analysis by focus group at CCTE conference in May 2002.  Analysis of related email discussions.
3	80% of TLI Project participants will demonstrate competency with selected elements of the state's recently adopted Technology Standard for teachers.	Pre-interns, support Providers and Directors	May 2002	Checklist and scoring rubric – observations and materials from goal 4 below.
4	80% of TLI Project participants will demonstrate the ability to design and implement a technology-enhanced K-12 student lesson in the classroom.	All pre-intern participants will receive training from inResonance in the development of technology infused lessons.	May 2002 for pre-interns	Submission of lessons with pre-intern reflections upon the success and (if available) support provider observation comments.  (*independently by evaluator – Scale/rubric for evaluation of integrated lessons*)