

U.S. Department of Education
PART I: PT3 GRANT PERFORMANCE REPORT

COVER SHEET

1. Performance Reporting Period
7/1/01- 10/31/01
Start Date End Date

Interim

2. PR/Award No. P342A-010094

3. Type of Grant: Implementation

4. Lead Organization Information

California County Superintendents
Educational Services Association (CCSESA)
925 L Street, Suite 1400
Sacramento, CA 95814-3761
Telephone: 916-446-3095

NOTE: CCSESA will be moving as of
January 1, 2002. Please contact the Project
Director or call CCSESA for the new
address.

5a. Contact Information for Individual(s)
Completing this Report

David Georgi
External Evaluator
Tel. #: 661-664-3152 Fax #: 661-664-2016
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Pamela Redmond, Project Director
Tel# 415-422-5271 Fax#: 707-516-7773
redmond@usfca.edu or redmond@mac.com

5b. Project Director Information

Name: Pamela Redmond
If the project director on record has
changed during this reporting period,
check this box →

6. Budget for Reporting Period

Total Federal Amount Awarded (Annual): \$505,904

Total Federal Amount Spent (for Reporting Period): N/A

Total Non-Federal Amount Spent (for Reporting Period): N/A

7. Authorized Representative Information

I verify that the information submitted in this report is based on the best available data.

Name: Pamela Redmond Title: Director
USF Telephone: 415-422-5271 eFax Number 707-516-7773 Email: redmond@mac.com
TEC Telephone: 415-381-8587

Signature

Date

11-21-01

II. EXECUTIVE SUMMARY

The Teaching and Learning Interchange (TLI) is developing a research-informed model for using technology as a medium to distribute content-based instruction, inquiry into effective classroom practice, and to facilitate access to new teacher mentoring. It addresses the needs of pre-interns (uncredentialed teachers serving full-time in classrooms) to meet California's academic content and teacher performance standards. It uses web-based technologies and video streaming as pedagogical tools to support teachers to infuse technology into the teaching and learning, to provide subject matter preparation and as a method for case study.

The TLI has begun to mobilize its resources to accomplish its objectives. Corporate partners have attended the Statewide Pre-Intern director's meeting to demonstrate their technologies to the participating directors from pre-intern programs in county offices of education across the state. This event and contacts made by both the Executive director of the LEA and the Project Director has resulted in the participant base for the project doubling in size. These County Office of Education programs play a pivotal role in giving the TLI access to uncredentialed teachers in California.

Two surveys have been conducted. One to prioritize the work of the project from the participants' point of view. The other allowed the County Office directors to decide which of the end-user technologies they will employ in their work with the pre-interns teachers their projects serve. Training of mentors (support providers), participating pre-interns, and local support specialists will begin in December with full roll-out of activities to pre-interns beginning in January.

The first meeting of the Video Case Study Team (VCS – renamed from “SuperTeam” in the proposal) will occur December 4th and 5th, 2001. From this meeting, our partners Apple and Lesson Lab will receive the direction needed for them to begin posting videos to their respective video streaming engines. CENIC, our new statewide infrastructure partner and the Exploratorium will also participate in developing this critical next step.

The TLI has forged a special relationship with the San Joaquin County Office of Education. The director of the Beginning Teacher Support and Assessment project and the Director of Curriculum and Technology have both been hired on a part-time basis to support the coordination of the TLI. A full-time administrative assistant to the grant efforts has been hired as of November 19, 2001. This will allow the Project Director to be eighty percent released from her teaching responsibilities.

The URL <http://www.teachinginterchange.org> has been purchased and a graphic designer has been hired to begin work on the overall design and user interface for the web site.

III. PROJECT STATUS

The TLI added six county offices more than the proposal identified. These extra avenues for distribution will help ensure that all aspects of the prototype projects will occur as planned. All corporate partners are actively involved and several new partnerships have been forged.

Report your progress in meeting each one of your objectives.

Based on the advice from the PT3 grants management office, the leadership team has established four goals/objectives to ensure the development of a full prototype of the TLI by the end of project year 1. The work of the TLI in year one has become focused primarily upon preparing Science and Special Education teachers with the hope of expanding to Math in year two if funding is made available.

Proposal Objective 1: By the end of the second project year, a fully-functional, statewide-accessible, non-duplicative, technology-based system of subject matter preparation will be made available to California's alternative certification candidates.

Proposal Objective 2: By the end of the third project year, a minimum of 80% of participating alternative certification teacher candidates will have participated in technology-based subject matter preparation and will successfully pass the requisite subject matter competency exam(s) for teacher licensure purposes.

Proposal Objective 4: By the end of the second project year, each of the participating alternative certification candidates will have access through technology to an individual, experienced mentor teacher.

These objectives were combined into a one year goal:

- *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)*

Progress:

The TLI is developing a preparation system including pedagogy and mentoring through the support of EducationTalk's ClearPhone web-based video conferencing network. An initial survey of Pre-Intern program directors across the state helped to identify that the subject area most in need of subject-matter preparation support are science and health (which is needed for special education candidates.) The technologies in our project will be focused on the development of a science subject matter competency with a supplemental support system for the health exams. Systems for gathering data from Consortium partners on the passage rate on subject matter competency exam(s) are being put in place by the project evaluator. Previous passing rates on the ETS tests will be compared to passing rates for the February and April 2002 tests.

Specified county office participants will develop prototype procedures for providing access between pre-intern teachers and mentor teachers. ClearPhone and other technologies will be used to provide this service. Systems for reporting candidate access through technology to an individual, experienced mentor are being put in place.

We have rearticulated the proposal objectives 1,2 and 4 into one additional goal for year 1:

- *the TLI will present video investigations into classroom practice in the teaching of science.*

The proposal described a “SuperTeam” that would be formed to support this work. We have renamed this group the Video Case Study (*VCS) team. It 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. The first meeting of the team will occur early in December. Videos will begin to be posted within the next 90 days. Piloting will begin at the county offices in late January. Review of feedback will occur in late February. The second cycle of posting and review will occur from March through May. At this stage of the project, the accomplishments have been primarily in setting procedures for project partners and participants to accomplish the objectives.

Proposal Objective 3: By the end of the third project year, a minimum of 80% of participating alternative certification teacher candidates will have met the state's recently-adopted Technology Standard for teachers for licensure purposes.

Proposal Objective 5: By the end of the third project year, a minimum of 80% of TLI Project participants (alternative certification teacher candidates and their mentors) will demonstrate the ability to design and implement technology-enhanced K-12 student lessons in the classroom.

These proposal objectives were revised to these year one objectives:

- *80% of TLI Project participants will demonstrate competency with selected elements of the state’s recently adopted Technology Standard for teachers.*
- *80% of TLI Project participants will demonstrate the ability to design and implement a technology-enhanced K-12 student lesson in the classroom.*

Progress:

The TLI will develop articulated skills for participating teachers that can be verified online as meeting the Technology Standard requirements. Systems for gathering data from Consortium partners on the rate of candidates meeting Standard 20.5 are being put in place.

The TLI team is in the process of developing the course of delivery for the technology-enhanced K-12 lessons. San Joaquin county and Kings county each have experts in this field and the plan is to have a full course developed by January when the training can begin from InResonance. Apple Computer has a broad database of units of practice which will be a major resource that we hope to link into the TLI database. Support systems for reporting candidate ability to design and implement technology-enhanced K-12 student lessons in the classroom are being put into place at participating county offices.

It should be noted that all five original objectives were designed to occur in project years two and three. Scheduled activities are taking place guided by the updated year 1 goals. Greater articulation of these activities, timelines and evaluation measures can be found in the chart on the next page.

Describe the corrective action(s) that will be taken to address the problem(s).

There have been no problems that required corrective actions.

Report your project performance using the GPRA program performance indicators.

Not applicable at this time.

Describe any changes you wish to make in performance objectives and activities.

See above and the chart on the next page.

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

Goal	By the end of year one:	Who? Level of Particip.?	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> 2001 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"> The respective services Means of access (CD or web) Quality of product delivery 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*)

IV. BUDGET INFORMATION

This section provides a table for you to summarize budgeted and obligated funds for the reporting period. Obligated funds include those that have either already been paid out or that have been committed through purchase order, contract, or receipt of an invoice.

A. Budget Expenditures

TLI 2001-2002

	<i>Year 1 Requested</i>	<i>Projected</i>	<i>Comments on Changes/Additions</i>
1. Salaries			
subtotal	\$124,000	\$117,000	
2. Benefits			
subtotal	\$10,780	\$6,312	
3. Travel			
subtotal	\$41,700	\$40,788	
4. Equipment Purchase or Lease			
subtotal	\$16,500	\$26,000	DVD and CD duplication for dissemination plus additional video cameras for added participants
5. Materials and Supplies			
subtotal	\$12,000	\$12,000	
6. Consultants & Contracts			
subtotal	\$256,500	\$271,250	added 6 more County office partners
A. DIRECT COSTS TOTAL	\$461,480	\$473,350	
B. INDIRECT COST SHARE	\$36,918	\$32,554	PT3 office allowed \$30,874 + (\$21000 x 8%)
C. TOTAL COSTS	\$498,398	\$505,904	

1. Please provide an explanation if you are NOT expending funds at the expected rate.
Not applicable at this time.

2. Please describe any significant changes to your budget resulting from modifications of project activities. List the amount of carryover for the budget period and describe how it was used, if applicable.

No significant changes. However, it is important to note that project has doubled its participant base which will have a significant impact upon distribution of the budget funds. We anticipate having to request additional monies either from the PT3 office or via other granting agencies.

3. Please describe any anticipated changes in your operational budget for the NEXT budget period.

No significant changes anticipated at this time.

B. Consortium Partners

	Member Institution / Organization	Type of Partner *	Date Added	Date Dropped
1	CCSESA California County Superintendents' Education Services Association	SEA	original	
2	Apple	For Profit Firm	original	

3	LessonLab	For Profit Firm	original	
4	EducationTalk	For Profit Firm	original	
5	WestEd	For Profit Firm	original	
6	CSU Monterey Bay	IHE	original	
7	inResonance (contracted services)	For Profit Firm	original	
8	California Council on Teacher Education	Other Non-profit	original	
9	Alameda County Office of Education	LEA	original	
10	Kings County Office of Education	LEA	original	
11	Los Angeles County Office of Education	LEA	original	
12	San Joaquin County Office of Education	LEA	original	
13	Santa Cruz County Office of Education (SC New Teacher Project)	LEA	original	
14	Ventura County Office of Education	LEA	original	
15	Monterey County Office of Education	LEA	September, 2001	
16	Riverside County Office of Education	LEA	September 2001	
17	Sacramento City School District	LEA	September 2001	
18	San Diego City Schools (COE)	LEA	September 2001	
19	San Mateo County Office of Education	LEA	September 2001	
20	San Francisco Unified School District (COE)	LEA	October 2001	
21	University of San Francisco	IHE	10-31-01	
22	The Exploratorium	Museum	11-20-01*	
23	California Science Standards Task Force	Other NFP (oversight of this body is through the California Commission on Teacher Credentialing)	10-26-01	
24	PETPrep – PT3 Project at Pepperdine University	IHE	11-13-01*	
25	CENIC – California Educational Network Infrastructure Consortium	Other NFP	11-20-01*	

*it is understood that this date is outside of the reporting period, but we desired to include the information as this is a key new partnership.

V. SUPPLEMENTAL INFORMATION

As of January 2002, the project director will be working 80% on grant activities. This was made possible through the hiring of a full-time, rather than part-time, administrative assistant.