

*Writing is not a frill for the few,  
but an essential skill for the many.*

*National Commission on Writing in America's Schools and Colleges*

Among the key recommendations included in *The Neglected "R": The Need for a Writing Revolution*, is that the amount of time and money devoted to student writing must be dramatically increased in school districts throughout the country, and state and local curriculum guidelines must require writing in **every curriculum** at all grade levels (Chicago, April 25, 2003, National Commission on Writing in America's Schools and Colleges NCWASC).

**A. PROGRAM FOR STUDENTS**

**1. Student Target Group -**

Year	Subject	Total Students	Number of Students in Grade 8	Number of Students in Grade 5
Year 1	8 <sup>th</sup> Grade American History	3850	420 8 <sup>th</sup> grade students at each of 9 funded Intermediate schools. (35 students per class, 6 classes per teacher, 2 teachers per school) and 70 8 <sup>th</sup> grade students at 1 K-8 school (35 students per self contained class, 2 teachers at the K-8 school.) <i>Total 8<sup>th</sup> grade students = 3850</i>	5 <sup>th</sup> grade students will not be included in Year 1  <i>Total 5<sup>th</sup> grade students = 0</i>
Year 2	8 <sup>th</sup> & 5 <sup>th</sup> Grade American History	9975	1050 8 <sup>th</sup> grade students at each of 9 funded Intermediate schools. (35 students per class, 6 classes per teacher, 5 teachers per school) and 70 8 <sup>th</sup> grade students at 1 K-8 school (35 students per self contained class, 2 teachers at the K-8 school.) <i>Total 8<sup>th</sup> grade students = 9450</i>	105 5 <sup>th</sup> grade students at each of 4 Intermediate schools with 5 <sup>th</sup> grade students and at the 1 K-8 school (35 students per self contained class x 3 teachers at each school.)  <i>Total 5<sup>th</sup> grade students = 525</i>

Over time, this program will expand into the remaining American History classes at 5<sup>th</sup> and 11<sup>th</sup> grade classes as an integral part of the district's *Teaching American History* Project. In subsequent years we anticipate that students in American History classes will continue to benefit from the strategies implemented in this grant as teachers at the sites continue to use the lessons and materials developed by the teachers involved in this grant. We also expect that 6-7<sup>th</sup> grade social studies teachers will integrate writing skills into similar technology-infused assignments for their students.

**2. Description of how students' learning needs will be met through the project** – Our *Teaching American History with Writing & Technology (TAHW&T)Project* addresses student learning by integrating two research-based programs: (1)*MY Access!* online essay writing and scoring (*Vantage Learning*) and (2)*Challenge 2000* which integrates writing and technology into the existing 8<sup>th</sup> & 5<sup>th</sup>

1 grade American History curriculum. Teachers participating in our existing Teaching American  
2 History (TAH) partnership with University of California, Irvine (UCI), are currently in the process  
3 of implementing a writing program entitled *Take A Stand* with 8<sup>th</sup> grade American History. All  
4 three programs have been tailored to meet our students' learning needs in terms of their English  
5 Language Development (61% are English Language Learners), English Language Arts skills (**Form**  
6 **4, Performance Goal 1.1**), American History content mastery, and technology use and proficiency  
7 (**Form 4, Performance Goal 1.0**).

8 Standardized Testing and Reporting (STAR) results for 2004 showed that SAUSD 5<sup>th</sup> and  
9 8<sup>th</sup> grade students are extremely weak in English Language Arts skills, including vocabulary and  
10 writing. Only 23% of 5<sup>th</sup> grade and 18 % of 8<sup>th</sup> grade students district-wide achieved Proficient or  
11 Advanced level (meeting or exceeding the state standard for English Language Arts) on the  
12 California Standards Test (CST). One of SAUSD's goals is to increase English Language Arts skills  
13 of all students by emphasizing vocabulary development and writing skills in all curricular areas.  
14 STAR (2004) also showed that only 16 % of 8<sup>th</sup> grade students scored Proficient or Advanced for  
15 8<sup>th</sup> grade CST Social Science. While writing skills are taught and practiced in Language Arts  
16 classes, they are applied more in History/Social Studies assignments than in any other core class. By  
17 emphasizing the writing process in the American History curricula with *MY Access!* and the  
18 *Challenge 2000* approach, we expect that students will improve their writing skills while  
19 completing exciting standards-based products which blend learning from both English Language  
20 Arts and American History (**Form 4, Performance Goal.1.1**). Our goal for students involved in the  
21 TAHW&T Project is to increase the percent of students who achieve Proficient or Advanced level  
22 on the CST for **both** English Language Arts (**Form 4 Goal 1.1**) and social studies.

23 The intent of the TAHW&T Project is to provide a focused, standards-based writing and  
24 technology enhanced American History program for students that will lead to significant gains in  
25 student writing ability, content mastery and assessment scores. Writing has been identified as a  
26 major learning need across the district, with evidence that students need to increase their frequency  
27 of writing. Students participating in the TAHW&T Project will write to American History prompts  
28 designed to meet the state academic content writing standards on mobile-lab classroom computers,  
29 submitting the papers for scoring using a proven electronic artificial-intelligence software program  
30 (*MY Access!*) that provides immediate feedback, encouraging improvement through a continuous,  
31 interactive process of writing and revising. Especially useful to our large population of ELL  
32 students is using *MY Access!*. An ELL student can write an essay in English and receive immediate  
33 feedback about that essay in either Spanish or in English. Besides pointing out common errors  
34 made by ELL students, *MY Access!* provides three levels of user feedback – developing, proficient  
35 and advanced. It has a bilingual dictionary/thesaurus/translator tool that allows students to enter a  
36 word and receive both definitions and synonyms for that word in English or Spanish. Since the

1 program is web-based students will be able to access their *MY Access!* accounts in their American  
2 History classrooms as well as after school in their school computer labs, local libraries, and homes.  
3 In the *TAHW&T Project*, students will increase the opportunities they presently have to practice  
4 writing to various prompts that support both the state Language Arts and History/Social Studies  
5 Content Standards. At least three times a year students will use *MY Access!* to write essays using  
6 prompts aligned with the *Take A Stand* standards-based supplemental American History writing  
7 materials provided by the TAH program.

8 In addition to writing essays to American History prompts, students apply the writing  
9 process to create student publications, such as a newsletter, brochure or poster, a multimedia  
10 presentation and a web page in their American History classes. Students are asked to utilize  
11 research materials, including district-adopted texts, reference CD ROMS, Grolier Online  
12 Encyclopedia, primary source documents available online from University of California, Irvine, and  
13 other Internet resources, to make their products more authentic and historically correct. Such  
14 assignments generate students' excitement and increase their understanding by bringing historical  
15 events to life, while helping students to continue to improve their writing proficiency. Since all  
16 students will be involved in writing narratives for a presentation (*Power Point*, web page, or video)  
17 the increased writing practice will assist students in their English Language Development and  
18 writing skills and give them confidence as they write for an audience other than their teacher. In a  
19 study done about the cross-disciplinary impact of writing, Reeves (2000, P. 148) found that "*the*  
20 *consistent pattern that emerges is this: when students and teachers increase the frequency of their*  
21 *informative writing assessments, student scores increase not only in state and district writing*  
22 *assessments, but also in mathematics, science, social science, and reading.*"

23 Target group students' multimedia products are produced following the guidelines of  
24 Challenge 2000's exemplary research-based learning program (Penuel et. al., 2001). The *Challenge*  
25 *2000* project evaluators found that students in *Challenge 2000* project classrooms spent more time  
26 developing long-term assignments, searching for content information related to their projects,  
27 analyzing and interpreting information to construct new meaning, and developing representations of  
28 content information. By engaging in the creative processes of designing a multimedia product to  
29 meet given specifications, students learned the required academic content as well as critical-  
30 thinking skills, research skills, problem-solving skills and teamwork skills. They also learned how  
31 to use and adapt technology tools to meet the challenges posed by their communication tasks.  
32 Target group students will complete at least one of the following each year in their American  
33 History classes: a multimedia presentation, a student publication (newsletter or brochure) and a  
34 website or web quest. All of these assignments will meet or exceed state content standards for  
35 Social Studies and Language Arts and are aligned with the target teachers' professional  
36 development projects. By creating these multimedia products, target group students will be better

1 able to meet academic content standards, as shown by CST 8<sup>th</sup> grade Social Studies tests, than in the  
2 baseline year. Writing skills will improve as shown by writing scores on the CST Language Test  
3 (**Form 4, Goal 1.1**). The TAHW&T Project’s main curriculum goal (**Form 4 Goal 1.1**) is to  
4 increase students’ writing skills. Using *MY Access!* online essay scoring and the *Challenge 2000*  
5 approach, we anticipate that the percent of students scoring “Below Average” will decrease more  
6 significantly than any other student group, and mirror *Challenge 2000*’s Year 4 Evaluation Report  
7 which states that “teachers believed that those for whom traditional instructional methods and  
8 approaches do not work benefit the most from participation” in *Challenge 2000* projects (SRI  
9 International, 2000).

### 10 **3. Technology Integration & Utilization to support State Academic Content standards**

11 Most SAUSD intermediate school students do not use technology as a tool to understand the  
12 Social Studies curriculum. In a CTAP<sup>2</sup> Student Technology Use Survey of 450 students from nine  
13 intermediate schools students reported that 59% of students almost **never** use computers in their  
14 Social Studies class. However, even though most students did not regularly use computers in their  
15 Social Studies classes, the majority of the students surveyed (73%) use computers at home. And,  
16 45% of the students surveyed had access to the Internet through their home computer. Students  
17 selected for the target group will take the online CTAP2 Student Technology survey as a pre/post  
18 assessment at the beginning and end of each year to determine if student usage of computers  
19 increases. Our goal at all of the funded schools is to increase student technology skills and use of  
20 technology through their completion of American History assignments (**Form 4, Goal 1.0**).

21 Presently, students’ access to technology varies from site to site. Most sites have 1-3 computers  
22 in each classroom, however, many of these computers are over 4 years old. The majority of the  
23 computers are located in labs used mainly by Language Arts classes. In TAHW&T Project  
24 classrooms, additional technology will be provided to increase student technology use. Grant-  
25 funded wireless mobile labs with 20 laptop computers will be equipped with word processing,  
26 presentation, spreadsheet, and Internet browser software, to support the learning goals. Projectors  
27 will be provided so that teachers can demonstrate lessons and students can present their final  
28 multimedia products in American History classes (**Form 4, Goals 1.0 & 1.1**).

### 29 **4. Alignment with Adopted Curriculum and Adopted Resources**

30 The TAHW&T Project is designed to assist teachers integrate technology into the existing,  
31 standards-aligned History-Social Science and English Language Arts curriculum supported by the  
32 adopted curriculum resources for 8<sup>th</sup> and 5<sup>th</sup> grade American History classes:

- 33 • 8<sup>th</sup> grade text - *American Nation*, Prentice Hall, 2000
- 34 • 5<sup>th</sup> grade text - *A New Nation*, Macmillan/McGraw-Hill, 1999

## 5. Alignment with Performance Goals and Benchmarks on Form 4 -

The *TAHW&T Project* will increase target group students' use of technology in American History classes. Students learn to use technology tools as they complete writing assignments on laptop computers, using the web-based software, at least once each trimester. Students use technology as a tool for research, creation, and presentation to create the three cross-curricular multimedia products each year. As technological sophistication increases, information literacy skills improve, leading to progressively more comprehensive and creative presentations of curriculum, and a deeper understanding of the state standards. Activities are deliberately designed to address the needs of all learners and can be completed by all students, including GATE, ELL, and special education. The CTAP<sup>2</sup> Student Technology Use Survey will be used as our primary source of data. We anticipate the percent of students in the target group who use computers once or more per week in their classes will increase from a baseline of 21% to 50% by June, 2006 (*Form 4, Goal 1.0*).

The TAHW&T Project students focus on the writing process needed to complete standards-based assignments that integrate Language Arts and Social Studies. By writing essays to prompts created especially for the American History curriculum and creating the three multimedia products emphasizing and exhibiting exemplary writing skills, students' writing skills will improve as shown by their writing scores on the CST Language Arts Test administered annually in the Spring. By creating an excitement for researching information, for learning about historical events, and as an avenue for improving their writing skills, students are able to meet the performance goals listed on Form 4 (*Form 4, Goal 1.1*).

## 6. How program strategies listed in Form 5 assist students in meeting performance goals

Students spend many class periods throughout the year writing both essays using the online writing process features and at least three other products (newsletter or brochure, presentation, web page) to meet Goal 1.0, increasing their use of technology to support learning. They will have access to mobile laptop carts in their American History classes at all times.

To meet Performance Goal 1.1, increasing students' writing proficiency through the use of technology, American History teachers and curriculum specialists will collaborate on topics for essay and multimedia product assignments. By using the online tools from *My Access!*, students learn and practice the writing process as well as proper writing mechanics and spelling, as part of the existing standards-based curriculum. Students apply and refine their writing skills in the publication, a presentation and a website/webquest, all integrating Language Arts and Social Studies standards-based content, while emphasizing increased writing proficiency.

## 7. Administrative support to be implemented to ensure program success SAUSD

administration supports hiring a Project Coordinator (PC) to oversee all aspects of the project and five Curriculum Specialists (CS) to work directly with the target teachers. The Curriculum Specialist requirements include successfully integrating technology into their own classrooms and a

1 desire to share their expertise with fellow teachers. The PC and CS will report to the Director of  
2 Educational Technology & Media Services. At each site, principals fully support the staff's efforts  
3 to join forces to improve writing skills across the curriculum. The target group's teachers and  
4 assistant principals at each site have been an integral part in planning this project. SAUSD looks  
5 forward to implementing the TAHW&T Project strategies as soon as possible! The teachers, district  
6 and project administrators are firmly committed to the success of this project. After August 31,  
7 2006, teachers will continue to participate in training for this project through the use of their Staff  
8 Development Buy-Back days and funds from other grants. The PC, CS, and teachers will monitor  
9 student achievement by collecting and analyzing all forms of student data and modify student  
10 activities as necessary to benefit student achievement. The Project Coordinator and site principals  
11 will communicate regularly with parents, via the TAHW&T Project website, parent newsletters, and  
12 email, to describe student progress and suggest ways to enhance the learning process at home.

### 13 **b. PROFESSIONAL DEVELOPMENT**

14 Comprehensive, ongoing professional development is essential to the successful implementation  
15 of this project. SAUSD will utilize the research-based Intel *Teach to the Future Essentials Course*  
16 40-hour teacher professional development program to deliver the majority of the training for the  
17 technology component of the project. Like *Challenge 2000*, the *Teach to the Future* program  
18 combines inquiry-based education through technology integration in curriculum areas to improve  
19 student achievement. Research by the Center for Children and Technology, (EDC, Inc.) describes  
20 the effectiveness of the Intel *Teach to the Future* professional development model for integration of  
21 technology in standards-based instruction. Additionally, the evaluation report aligns Intel *Teach to*  
22 *Future* with relevant research (a requirement of NCLB). The research-based *My Access!* and *Take*  
23 *a Stand* writing programs will compliment the Intel professional development component by  
24 providing specialized training for History teachers in teaching the writing process through training  
25 provided by the Teaching American History/UCI project.

### 26 **1. Program Quality, Research, and Student Learning Support -**

27 When applied to well-defined educational objectives, and integrated into the curriculum by trained  
28 teachers, technology can change the way students think and learn (CEO Forum, June 2002).  
29 Research suggests time for collaborative learning and practice is required for teachers to gain  
30 confidence in using technology enhanced lessons in their classrooms (Coley, R. J., Cradler, J., &  
31 Engle, 1997). Consistent with Coley's research, the Intel program trains teachers to practice  
32 collaborative learning focused on:

- 33 • Learning to use technology as an effective tool to enhance student learning through  
34 research, communication, and productivity strategies and tools

- 1 • Creating standards-based, technologically-enhanced cross curricular units, student  
2 assessment samples, support materials, and evaluation tools, which address state and  
3 national academic and technology standards and supplement existing adopted materials
- 4 • Utilizing challenging, essential questions in the development of their units to promote  
5 student-centered, in-depth learning
- 6 • Working in teams, problem-solving, and participating in peer review of their units and the  
7 resulting student work

8 As teachers progress through ten training modules, they develop interdisciplinary units integrating  
9 the use of the Internet, word processing, desktop publishing, presentation, and research. The goal of  
10 the content-specific unit is for teachers to create a technology-enhanced unit portfolio, one that  
11 allows them to raise the level of excellence in their classroom, but also to understand how  
12 technology can be infused into other units throughout the year. Consistent with this research, Intel's  
13 *Teach to the Future* professional development program helps teachers integrate the use of  
14 computers into their existing curriculum. Since 2002, SAUSD has used Intel's teacher training  
15 program to *use* various types of technology and how to *create* meaningful learning experiences.  
16 *Teach to the Future* trained teachers have developed curriculum and shared their work via CD  
17 ROMS, the district web site (<http://www.sausd.k12.ca.us/imc/intel/lessonplans.asp>). For this project  
18 Intel has agreed to train the PC and five CS as Master Teachers who will provide the Intel *Teach to*  
19 *the Future Essentials* training to the target teachers.

## 20 **2. Increasing Teacher Use of Technology to Support Student Achievement**

21 Intel's *Teach to the Future* program helps teachers think about how technology can be used to  
22 support student-centered, standards-based, inquiry driven learning activities. Teachers learn how to  
23 use the software as they collaboratively plan a technology-enhanced unit that develops their  
24 students' higher-level thinking and problem-solving skills, while meeting topic-specific or  
25 interdisciplinary curricular standards. Along with a detailed unit plan aligned with CA State Board-  
26 approved and district-adopted curriculum and standards, teachers create examples of  
27 technologically-enriched student learning and assessment that "demonstrate the [student's] ability to  
28 reason, solve problems, apply knowledge, and write and communicate effectively" (National  
29 Education Goals Panel, 1999). Other unit materials are created to support the learning process and  
30 approved curriculum materials. Authentic evaluation tools are developed to measure their students'  
31 success. Teachers' growth in their technology proficiency and use will be monitored by TAHW&T  
32 Project staff and measured annually by the CTAP<sup>2</sup> teacher surveys.

## 33 **3. Professional Development Component (Staff, Hours, Monitoring, and Expansion)**

34 In Year 1, 20 teachers will participate in the Teaching American History Institute sponsored by  
35 CH/SSP, staff development on teaching writing in the Social Studies classroom, and 40 hours of

1 Intel training. In the second year, the remaining target group of 30 teachers will undergo similar  
 2 training which will be completed by August 31, 2006. In the following summers, teachers will  
 3 attend Intel's Seeing Reason and Visual Ranking workshops.

<b>Year</b>	<b>Target Group</b>	<b>#Teachers</b>	<b>Workshop</b>	<b>Hours</b>	<b>Monitoring (weekly/monthly)</b>
<b>Year 1</b>	8 <sup>th</sup> Grade American History	20 Y1 Teachers (2 each in the nine Intermediate schools & 2 in 1 K-8 School)	Teaching American History (TAH) Institute	40 Hrs (5 full days) Summer	CH/SS Project Director, TAH Director, TAHW&T Project Coordinator
<b>Year 1</b>	8 <sup>th</sup> Grade American History	20 Y1 Teachers (2 each in the nine Intermediate schools & 2 in one Elementary School)	Teaching Writing in American History ( <i>Take a Stand and My Access!</i> )	33 hrs total (3 days in Summer; 1 day in Fall; 6 monthly meetings @ 1.5 hrs)	Assistant Principal, TAHW&T Project Coordinator, TAH Director, Director of Educational Technology & Media Services
<b>Year 1</b>	8 <sup>th</sup> Grade American History	20 Y1 Teachers (2 each in the nine Intermediate schools & 2 in one K-8 school)	Intel <i>Teach to the Future Essentials Course</i>	40 Hrs. (5 full days in Winter)	Assistant Principal, TAHW&T Project Coordinator, Director of Educational Technology & Media Services
<b>Year 2</b>	8 <sup>th</sup> Grade American History & 5 <sup>th</sup> Grade Elementary	20 Y1 & 30 Y2 Teachers (5 each in the nine Intermediate schools & 5 in one K-8 school)	Teaching American History (TAH) Institute	40 Hrs (6 full days) Summer	CH/SS Project Director, TAH Director, TAHW&T Project Coordinator
<b>Year 2</b>	8 <sup>th</sup> Grade American History & 5 <sup>th</sup> Grade Elementary	30 Y2 Teachers (3 each in the nine Intermediate schools & 3 in one K-8 school)	Intel <i>Teach to the Future Essentials Course</i>	40 Hrs. (5 full days) Summer	Assistant Principal, TAHW&T Project Coordinator, Director of Educational Technology & Media Services
<b>Year 2</b>	8 <sup>th</sup> Grade American History	20 Y1 Teachers (2 each in the nine Intermediate schools & 2 in one K-8 school)	Intel – <i>Seeing Reason and Visual Ranking</i>	18 Hrs. -3 days Summer	Assistant Principal, TAHW&T Project Coordinator, Director of Educational Technology & Media Services
<b>Year 2</b>	8 <sup>th</sup> Grade American History & 5 <sup>th</sup> Grade Elementary	30 Y2 Teachers (2 each in the 9 Intermediate schools & 2 in one K-8 School)	Teaching writing in American History ( <i>Take a Stand and My Access!</i> )	33 hrs total Summer 3 days Fall 1 day	Assistant Principal, TAHW&T Project Coordinator, TAH Director, Director of Educational Technology & Media Services

Year	Target Group	#Teachers	Workshop	Hours	Monitoring (weekly/monthly)
Year 2	8 <sup>th</sup> Grade American History & 5 <sup>th</sup> Grade Elementary	20 Y1 & 30 Y2 Teachers (5 each in the nine Intermediate schools & 5 in one K-8 school)	Teaching writing in American History ( <i>Take a Stand</i> and <i>My Access!</i> )	6 monthly meetings @ 2 hrs (used for SAUSD Staff Development Buy-Back days)	Assistant Principal, TAHW&T Project Coordinator, TAH Director, Director of Educational Technology & Media Services
Year 3	8 <sup>th</sup> Grade American History & 5 <sup>th</sup> Grade Elementary	30 Y2 Teachers (3 each in the nine Intermediate schools & 3 in one K-8 school)	Intel – Seeing Reason and Visual Ranking	18 Hrs. -3 days Summer (used for SAUSD Staff Development Buy-Back days)	Assistant Principal, TAHW&T Project Coordinator, Director of Educational Technology & Media Services

#### 4. Professional Development Content to be Delivered and Student Impact

The 8<sup>th</sup> grade teachers selected for Year 1 are already participants in the Teaching American History (TAH) Project in partnership with UCI. In addition to seminars on American History content they have been introduced to ways to integrate writing and technology into the curriculum. Year 1 teachers are excited about using *MyAccess!* as a tool for students to write essays to the two American History prompts that have been written under the direction of the TAH Director which were derived from the *Take A Stand* materials. Implementing the carts of wireless laptops with *My Access!* in the American History classrooms will allow teachers to assign more writing activities with immediate constructive feedback to the students. Year 1 teachers have been introduced to ways to use technology in the classroom, particularly Power Point and the Internet. The Year 1 8<sup>th</sup> grade teachers involved in the TAHW&T Project will participate in the next TAH Institute in June, 2005 which will include additional writing and technology training necessary to begin the implementation of the TAHW&T Project.

The Year 1 teachers will be trained to use their individual laptop computers and the laptop carts during an additional 3 day Teaching Writing in American History session in the summer which will include implementing *Take a Stand* materials and *My Access!* Teachers will receive intensive training on the *My Access!* software so that the program is used most efficiently and consistently. Teachers will learn how students can use the editing tools and portfolios within *My Access!*. Training will also include strategies to implement *Take A Stand* writing activities. Year 1 Teachers will be trained how to use the TAHW&T Project Blog (aka Web Log) to communicate with other Year 1 teachers and their SAUSD individual Teacher web pages for communication with parents, partners, and community members and to post student work for publishing to a broader audience.

After teachers have had several months to implement *Take a Stand* writing activities and *My Access!* they will attend a six day training structured around the Intel Teach to Future Essentials

1 Course program. This is a time for American History teachers to brainstorm, collaborate, and plan  
2 unit/interdisciplinary ideas. A critical component of this planning is time spent discussing and  
3 collaboratively designing essential and unit questions that encourage sustained exploration of  
4 curricular content while providing strategies for focusing the entire unit. These questions help  
5 teachers, and later their students, to employ higher-level thinking skills and fully understand the  
6 unit’s essential concepts. “To get at matters of deep and enduring understanding, we need to use  
7 provocative and multilayered questions that reveal the richness and complexities of a subject. We  
8 refer to such questions as ‘essential’ because they point to the key inquiries and the core ideas of a  
9 discipline” (Wiggins and McTighe, 1998, p. 28). One very important quality of these curriculum-  
10 framing questions is that they do not have just one obvious, correct answer. These questions require  
11 students to understand the facts and meet the standards, but then call for an evaluation and synthesis  
12 of that information to develop a deeper understanding of the content. This process ties directly in to  
13 the skills the students practice in the *Take A Stand* writing activities.

14 **Student Sample Projects and Evaluation Tools.** In three of the modules, the project teachers will  
15 create sample student projects as if they were students themselves, creating a presentation, a  
16 publication, and a Web site just as they will expect of their students. Through the creation of the  
17 learning experiences themselves, they become more aware of the critical elements of the learning  
18 process and are better able to evaluate whether learning objectives are truly being met. In addition,  
19 teachers are able to determine if their expectations are unrealistic—whether too low or too high—  
20 and can add or discard requirements as they design the activity, which makes this unit a much more  
21 dynamic and authentic learning experience for both teacher and student. After creating each sample  
22 project, teachers reflect upon questions from the Portfolio Rubric to assess whether their sample  
23 provides adequate evidence of student academic learning and effective use of technology.

24 Along with the creation of sample student work, TAHW&T Project teachers will refine  
25 Challenge 2000 evaluation tools to assess whether the student work has met the learning objectives.  
26 To assist with this process, teachers view and discuss possible evaluation criteria, sample rubrics,  
27 and scoring guides that have been developed by other teachers. During and after the creation of the  
28 evaluation tool, teachers reflect on the learning objectives, essential and unit questions, and rubric-  
29 based grading criteria that they have developed to assess the effectiveness of the evaluation tool and  
30 whether it reflects an authentic measurement of student learning. The student sample is re-assessed,  
31 using the newly-created evaluation tool, to test the accuracy of the evaluation tool, determine the  
32 student work’s level of excellence and ensure that it meets or exceeds state content standards.

33 **Unit-Support Materials.** Several of the Intel modules are devoted to creating materials to support  
34 the units. Teachers create multimedia presentations for direct instruction, a teacher or class web site,  
35 a parent newsletter or other publication, templates for students to use, and directions on how to use

1 equipment or software. The Intel companion CD-ROM provides a variety of sample unit support  
2 materials to guide teachers as they create materials appropriate to best support their particular unit.  
3 **Pedagogical and Management Issues.** Besides creating unit materials, the TAHW&T Project  
4 teachers will discuss a variety of pedagogical and **management** issues surrounding the use of  
5 technology in the classroom. Participants develop strategies for locating and evaluating information  
6 on the Internet; discuss copyright and legal issues related to using web-based resources in the  
7 classroom, and discuss ethical issues such as digital equity and assuring the safety of their students  
8 as they use the Internet. Ideas for providing accommodations for diverse learners, including English  
9 Learners and special population students, and supporting learning across the curriculum are also  
10 discussed and integrated into the teachers' units. These practical strategies are used throughout the  
11 development of unit portfolios and are easily implemented in other units as well.

12 **Implementation/Delivery.** The TAHW&T Project will be implemented in American History  
13 classrooms as described above. All participant training materials are provided by Intel, including  
14 teacher presentations and other training resources, curriculum manuals, and companion CD-ROMs.  
15 Interested teachers from private schools will be trained along side the TAHW&T Project teachers.

16 **4. Professional Development Content to be Delivered and Student Impact** - To ensure program  
17 success, teachers will participate in Intel's 40 hours of intensive training in Copyright, PowerPoint,  
18 Desktop Publishing, Word, Internet Search and Retrieval, and instructional design. Teachers will  
19 design instruction using the Intel lesson plan format. This requires differentiated instruction for  
20 English Learners, special populations, GATE students, and struggling readers. At the end of the  
21 training, candidates have a unit plan and a complete unit portfolio, including a teacher lecture; three  
22 student assignments, support tools, and scoring guides (one requiring the use of PowerPoint; one  
23 requiring the use of Desktop Publishing; and one requiring the creation of a webpage); and a  
24 correctly formatted Works Cited document. The unit plan includes learning objectives and activities  
25 that are aligned with state and district content standards and includes adaptation for English  
26 Learners and special populations.

27 In the course of the training, novice technology users will become skilled in the ability to  
28 locate, create, move, copy, delete, name, rename, and save files and folders on hard drive and on  
29 secondary storage devices; use a word-processing program to create, edit, format, store, retrieve,  
30 and print documents; use an electronic mail system to receive, create, edit, print, save, and send an  
31 email message with and without attached files; use a presentation program to create powerful  
32 instructional tools, and use an Internet browser to search the World Wide Web.

33 Participants become information literate as they utilize Internet search and retrieval to  
34 develop class assignments. They evaluate data for authenticity and reliability paying particular  
35 attention to websites that lack credibility. Teachers are informed of legal and ethical issues related  
36 to computer-based teaching and learning, including acceptable use policies. They are required to

1 complete works cited documents on all work and are presented with extensive information on  
2 copyright issues.

3 The combination of the Teaching Writing in American History and Intel trainings will impact  
4 the **students** in the following ways: motivation to write will increase producing increased student  
5 involvement; students see teachers model integrating technology into student activities; students  
6 show more in-depth understanding of American History concepts; students understand how to use  
7 technology to produce student work; students are better prepared for high school academics; and  
8 students improve their writing skills to meet requirements student-written essay New SAT.

#### 9 **5. Alignment with Performance Goals and Benchmarks (Form 4)**

10 Intel's Teach to the Future program addresses Social Studies and Language Arts content standards  
11 and national technology standards in every activity. Teachers will learn to use technology to  
12 approach their curriculum through collaborative inquiry- and interdisciplinary-based units (**Goal 2.0**  
13 **– Form 4**). As teachers refine their information literacy skills, organize information, and create  
14 multi-media content-based presentations in training, they will become technologically proficient  
15 and be able to coach students to a deeper understanding and mastery of the content standards (**Goal**  
16 **2.1 – Form 5**). As teachers increase the use of technology in their classrooms, they will improve  
17 their teaching and student learning.

#### 18 **6. Program Strategies to Assist Staff in Meeting Performance Goals (Form 5)**

19 Target group teachers will be trained as detailed above. The District Project Coordinator will  
20 coordinate the professional development, order equipment and supplies, oversee installation of  
21 equipment, monitor administering of CTAP<sup>2</sup> pre and post surveys, and facilitate monthly meetings  
22 (**Goal 2.0 – Form 5**). Multiple support systems are built into the program. Three Curriculum  
23 Specialists (Teachers on Special Assignment) provide ongoing training and support throughout the  
24 year. Each CS mentors 7 teachers during the first year. In the second year Year 1 teachers will  
25 provide ongoing onsite support to Year 2 teachers at their site. The professional development  
26 program will be evaluated and modified as needed. SAUSD Educational Technology & Media  
27 Services Department staff will provide additional coaching as requested by teams as they are  
28 creating and/or implementing their units. As teachers express a need for additional content  
29 knowledge the TAH Project Director will arrange training on the specific topic requested.

#### 30 **7. Collaboration/Partnerships and Contributions**

31 The Teaching American History (TAH) Project (part of the California History/Social  
32 Science Project at UC, Irvine) has formed an educational partnership with SAUSD. The primary  
33 focus of the TAH(CH/SSP) is to provide an institutional framework for collaboration between  
34 History Department Faculty at UCI and K-12 history/social science teachers. The core of the project  
35 is the series of teacher-training institutes on literacy and American history. These institutes provide

1 the basis for our on-going development of grade-appropriate curriculum that responds to the  
2 challenges teachers face in answering to CA state standards. Eighth-grade history teachers in  
3 SAUSD were invited to attend last February's TAH Institute, "The Making of an American Nation"  
4 specifically tailored to teaching for the newly revised district-wide U.S. Constitution examination  
5 and the State Standards test, administered at the 8th-grade level.

6 SAUSD is excited to partner with Apple Computer and Vantage Learning to implement the  
7 use of *My Access!* in the American History classrooms. The additional free 100 licenses will allow  
8 some of the interested private schools to implement this resource in their 8<sup>th</sup> grade classrooms.  
9 Alignment of 10 new American History prompts written by TAH and the training of the  
10 Intellimetric engine to automatically score these prompts at no additional cost will help to align *My*  
11 *Access!* to our existing textbooks and CA Social Studies State Standards with a writing component.

12 The SAUSD Intel relationship began in 2002. The first group of 57 teachers was trained in the  
13 Intel Teach to the Future Basics Course by three SAUSD Master Teachers. We look forward to  
14 continuing our partnership with Intel and implementing the newly revised Intel Teach to the Future  
15 Essentials Course. Intel will provide training materials including CD ROM, teacher guides, online  
16 tools, workshop kits, certificates, and door prizes.

17 The Orange County Department of Education (OCDE) plays a vital role in providing staff  
18 development, technical assistance, learning resources, grant coordination, and evaluation services to  
19 districts countywide. In addition to regular workshops, trainings, and summer institutes,  
20 OCDE/CTAP has trained the trainers for and certified close to 2,000 teachers in the Preliminary and  
21 Professional Technology proficiency courses including over 600 SAUSD teachers. OCDE has also  
22 assisted districts, including SAUSD, in obtaining more than \$100 M for technology.

23 In addition to providing grant writing assistance to the district for the TAHW&T Project  
24 program, OCDE/CTAP agrees to collaborate and partner with the district to improve student and  
25 teacher performance. Specifically, OCDE/CTAP will conduct data collection and evaluation  
26 analysis (i.e., surveys, reports, site visitations, etc.) of the EETT professional development  
27 program(s) offered by SAUSD; develop a comprehensive evaluation plan for the district for future  
28 program modifications and improvements; and provide appropriate resources and training to  
29 enhance the overall implementation of the district program.

### 30 **8. Administrative Support to Ensure TAHW&T Project Success**

31 The school administrators strongly support TAHW&T Project. Participating principals will  
32 provide resources and support for project teachers and will visit participating classrooms regularly,  
33 providing feedback based on quarterly informal observations. The Educational Technology &  
34 Media Services District liaison will be available for assistance as needed, including working with  
35 the TAHW&T Project staff to plan, implement and monitor the Teaching Writing in American  
36 History and Intel trainings. Resources have been budgeted for a Project Coordinator (PC) to manage

1 and oversee the program and for five Curriculum Specialists (Teachers on Special Assignment) who  
2 will mentor teachers at each school for the first year the program. The Director of Educational  
3 Technology and DPC will monitor the ordering process so that installation can occur as quickly as  
4 possible. The five Curriculum Specialists will help install and manage equipment at the school site,  
5 as well as provide staff development and technical support on site. Release days, and before and  
6 after school meetings, will allow for collaboration and additional trainings. The project will be  
7 overseen by SAUSD's Director of Educational Technology & Media Services.

8 **c. EXPANDED ACCESS TO ELECTRONIC LEARNING RESOURCES, INCLUDING INFRASTRUCTURE,**  
9 **EQUIPMENT AND TECHNICAL SUPPORT**

10 **1. Current student-to-multimedia computer ratio and Internet connectivity: *Form 4 Goal 3.0***

11 SAUSD's overall student to computer ratio at Intermediate schools is 7:1. Currently however,  
12 some intermediate schools have a high ratio of 10:1 students to multimedia computers. The aim of  
13 this project is to increase the number of multimedia computers per student at the school sites from  
14 one computer for every ten students to one computer for every seven students by August 2005 and  
15 to one computer for every five students by August 2006. (*Form 4 Goal 3.0, Form 5 Strategy 4.0c*)  
16 Schools will complete the yearly California School Technology Survey and submit to CDE by the  
17 required date. The Director of Educational Technology and Media Services will monitor the  
18 submission of the surveys by each school. (*Form 5, Strategy 4.0j*) Even though the overall  
19 student:computer ratio at the schools remains higher than optimal, the student:computer ratio in the  
20 classrooms directly involved in the *TAHW&T Project* will be at 2 students for every 1 computer.

21 All SAUSD classrooms have been wired for the Internet using Category 5 cable. The schools  
22 are connected to the district office via T1 lines.

23 **2. Current Use of Electronic Learning Resources, Infrastructure, Equipment & Technical**  
24 **Support**

25 According to the results of the Student Technology Use Survey, technology use varies  
26 greatly from one teacher to another. Most students have access to word processing software on  
27 school computers. Schools have access to Grolier online encyclopedias and similar resources  
28 through the SAUSD Reading First grant. All district teachers have access to the standards-based  
29 instructional programs and United Streaming videos from TOC and KOCE-TV. Teachers are  
30 provided with a district email account which they can access from school or home. They have  
31 access to the district website from their classroom and from home. Students also have access to the  
32 Internet from the school, with parent permission.

32 **3. Support of comprehensive program by currently available and to-be-acquired electronic**  
33 **learning resources, infrastructure and equipment**

34 Following their summer training, target group  
35 teachers will receive a laptop for school and home use, to speed their use of technology. Each  
36 teacher will also receive printer and projector which will be used in their classroom. A cart with 20  
wireless mobile laptop computers will be located in each teachers' classroom. This new equipment

1 will drastically help change the way teaching and learning occurs in the target group classrooms.  
2 Students will use the new equipment to create their essays, multimedia products, as well as to  
3 conduct research and communicate with each other and their teacher. When not in use, the laptops  
4 carts will be locked in a secure area at each site.

#### 5 **4. Use of technology tools to support data-driven decision-making**

6 SAUSD teachers utilize data to support curriculum decision making through the use of *SchoolMax*  
7 web-based, online student information system. All intermediate school teachers will use *SchoolMax*  
8 to track attendance and enter grades. *SchoolMax* provides a testing history file that is available for  
9 every student for the last few years, so teachers can quickly look up multiple measures that will help  
10 them make instructional decisions for each student. (*Form 5 Strategy 4.0g*).

11 OCDE will support the evaluation component by working with the PC and CS to  
12 identify criteria to be evaluated from student use of *MY Access!*, to identify the baseline data  
13 and collection methods, and the reporting of findings. In addition to the immediate feedback  
14 that students receive on their writing activities, *MY Access!* provides student record keeping,  
15 monitoring, and report generation. Teachers can use this information to modify student  
16 plans and activities and keep parents informed.

17 **5. Technical Support** Technical support for all computers less than three years old is provided by  
18 the on-site warranty purchased with the computers (SAUSD policy for new computer purchases).  
19 Arey-Jones and Apple technicians service the computers on-site within one day. Computers older  
20 than three years are serviced by the district's seven computer repair technicians. Network and  
21 server problems are handled by the district's three networking specialists. These networking  
22 specialists will be available to assist with the implementation of the wireless networks and any  
23 networking problems that occur. In addition the CS mentors and Project Coordinator will be  
24 available to assist teachers and students with equipment problems as they arise in the classroom.

25 **6. Alignment with Form 4 performance goals-** *See notations above*

26 **7. Alignment with Form 5 to assist staff in meeting the performance goals-** *See notations above*  
27

### **d. COMMUNICATION AND COLLABORATION AMONG HOME, SCHOOL AND COMMUNITY**

29 **1. Technology Use to Establish, Improve Communication Among Home, School, &**  
30 **Community - Goal 4.0** for the TAHW&T Project includes a variety of technologies and strategies  
31 to enhance communication among teachers, administrators, parents, and community. Technology  
32 provides information about the district and school sites via SAUSD and school web pages. Staff  
33 email addresses are available on the school sites so that parents can communicate easily and quickly  
34 with teachers and site administrators. Some schools have implemented PACE, an automated  
35 telephone bulletin to release timely school information to parents. Teachers will increase their use  
36 of the district web page for links to classroom and student work web pages. The district and school

1 web pages will be used for TAHW&T work so that student work is available for parents and  
2 community to see. The PC will update the TAHW&T Project web page on a quarterly basis. Target  
3 group students will present their work to the community at a school-sponsored event (Multimedia  
4 Fair or Open House) and a district School Board meeting in Spring 2006 and Spring 2007. Project  
5 staff will continue to explore and implement new electronic means of communicating with parents.

## 6 **2. Support of Student Learning Needs by Communication and Collaboration**

7 Communication between the home and school provides for shared understanding about expectations  
8 of students and how students are progressing on meeting academic content standards. Research  
9 shows that when parents participate in their child's education, an increase in student achievement  
10 and an improved attitude towards learning results (NEIRTECH, 2002; NCES 2002). Parents will  
11 have increased access to teachers and class information via email and classroom web sites.

12 TAHW&T will provide an opportunity for students to learn from each other, their parents, and  
13 community members to produce work. Students will collaborate to use a variety of resources as  
14 they research the topic of their multimedia product. They can use email to communicate with an  
15 expert in the field, capture digital images of events or interviews with local experts, use the Internet  
16 to gather information from authentic documents, or use digital images. Data and information will be  
17 researched and discussed before it becomes finished work.

18 **3. Distributing Promising Practices to Others** Target teachers will share collaborative  
19 interdisciplinary units with other target teachers as well as other teachers via the SAUSD Web page.  
20 TAH will host a one-day dissemination conference for teachers in Orange County to showcase  
21 interdisciplinary units and projects developed by SAUSD teachers and students participating in this  
22 grant. TAHW&T students will be encouraged to enter their products in the Southern California  
23 MultiMedia Festival. Teachers will be encouraged to present their successes to district and county  
24 teachers through local and state CUE conferences and CTAP Technology Showcase.

## 25 **4. Partnership to Support with Letters**

26 TAH, a state approved and funded California Subject Matter Project responsible for standards-  
27 based History/Social Science professional development located within the Center for Educational  
28 Partnerships at UCI will provide training for content and writing for this grant and will be available  
29 for coaching and content enhancement as requested by teachers.

30 The SAUSD Intel relationship continues into its second phase. The first groups of SAUSD  
31 teachers were trained by three SAUSD teachers who were trained by Intel as Master Teachers. For  
32 this grant Intel will provide Master Teacher training for the Project Coordinator and five  
33 Curriculum Specialists, materials including manuals and CD ROMs, teacher guides, online tools,  
34 workshop kit, certificates, and door prizes.

1 Vantage Learning and Apple Computer have formed a partnership together with SAUSD to  
2 implement *MY Access!* and the Mobile Writing Lab Solution in the target classrooms. Apple  
3 computer has supported technology use in SAUSD schools over the last twenty years including  
4 planning, teacher training, network training, and leadership forums. Vantage Learning is excited to  
5 work with this project and is providing alignment of additional ten prompts specifically for this  
6 project and training of the Intellimetric engine to automatically score these prompts.

7 Orange County Department of Education (OCDE) plays a vital role in providing staff  
8 development, technical assistance, learning resources, grant coordination, and evaluation services to  
9 districts countywide. In addition to regular workshops, trainings, and summer institutes,  
10 OCDE/CTAP Region 9 have trained and certified close to 1750 teachers in the Preliminary and  
11 Professional technology proficiency courses. CTAP Region 9 supported the California Department  
12 of Education in evaluating the effectiveness of the Digital High School, Technology Literacy  
13 Challenge Grant, AB1399, AB2882, School Renovation Technology Grant, and the Enhancing  
14 Education through Technology programs. In addition to providing grant writing assistance to  
15 SAUSD for our application for EETT, OCDE/CTAP agrees to collaborate and partner with the  
16 district to improve students and teachers performance. Specifically, OCDE/CTAP will conduct data  
17 collection and evaluation analysis (i.e., surveys, reports, site visitations, etc.) of the EETT  
18 professional development program(s) offered by SAUSD; develop a comprehensive evaluation plan  
19 for SAUSD for future program modifications and improvements; and provide appropriate resources  
20 and training to enhance the overall implementation of the EETT program.

#### 21 **5. Narrative Alignment with Performance Goals and Benchmarks on Form 4**

22 TAHW&T teachers will increase communication among home, school, and community through the  
23 SAUSD web page. Teachers will use their teacher web pages to increase collaboration with parents  
24 by posting class expectations, homework assignments, calendars, links pages, and examples of  
25 student work, email address and a contact phone number for voice mail. By having teacher web  
26 pages parents and the community will be able to see not only what is expected but the wonderful  
27 work that is created. Parents who don't have Internet access at home will be directed to use  
28 computers available at community centers, local libraries, and the school sites. Student created  
29 multimedia presentations will be shared with parents and community members through SAUSD's  
30 cable Channel 55. Parents and community members will be encouraged to view the multimedia  
31 presentations at the site and district multimedia fairs and the *California Media and Multimedia*  
32 *Festival* which is held at a local community college (**Goal 4.0 Form 4**).

#### 33 **6. Narrative Alignment with Strategies on Form 5**

34 All schools and teachers have email/web and Internet access. Target teachers will receive a wireless  
35 laptop computer for their classroom and home use to facilitate ongoing staff development. Target  
36 teachers will be given assistance from the Project Coordinator and District Web Programmer in

1 adding information to their own district created template-based web sites (assignments,  
2 announcements, sample work, etc.).

### 3 **7. Administrative commitment for access to electronic communication**

4 All teachers have free email accounts provided by the district. All site administrators are committed  
5 to communicating with teachers, parents and community via their site's web page and overseeing  
6 the update of postings. The Educational Technology & Media Services Department is committed to  
7 providing support to the teachers and administrators as they use email and the SAUSD web page.

### 8 **e. EVALUATION**

#### 9 **1. Data Collected Over Time From Multiple Measures for Each Subsection**

10 Ongoing data collection is necessary to evaluate the progress made by the target teachers and  
11 students meeting TAHW&T Project goals and benchmarks and to make adjustments in the program  
12 as it is being delivered. Data will be collected for each of the project goals to see if benchmarks are  
13 being met. Our partner, OCDE/CTAP Region 9, will assist the district in the collection and analysis  
14 of data for evaluation. The SAUSD Research & Evaluation Department will assist with NCLB  
15 compliance, including tracking ELL student progress towards advancing proficiency levels on the  
16 CELDT test. The Project Coordinator, Curriculum Specialists, target teachers, students, and  
17 partners will also assist in the evaluation by providing feedback about teacher and student work.

18 **Student Program** CTAP<sup>2</sup> student technology use survey data will be used by target students at the  
19 beginning of the school year and at the end of the year for each year to meet **Form 4 Goal 1.0**.

20 Compilation and analysis of survey results will provide data to determine progress on meeting the  
21 benchmarks for the increase of students using technology tools as part of their learning. Results of  
22 the CTAP<sup>2</sup> analysis will be shared with target teachers and students, site administrators, partners,  
23 community and district administration. All stakeholders will reflect on the student technology use.  
24 Identification of any barriers will lead to solutions by the stakeholders. Student work will be  
25 maintained in their electronic portfolios. Students and teachers will use a product-scoring rubric that  
26 rates the use of technology, collaboration, and content for self assessment and peer feedback. As a  
27 culminating activity to TAHW&T Project, students will display projects at Open House.

28 Comparisons will be made from one year to the next to determine the percent increase of CST  
29 English/Language and History/Social Studies proficiency levels (**Form 4, Goal 1.1, 1.2**). Target  
30 teachers will monitor student's writing progress through the ongoing use of *MY Access!* and provide  
31 needed instruction. This data will be collected and analyzed in conjunction with the multimedia  
32 product rubric scores to determine how students are progressing toward meeting the benchmarks.  
33 TAH and TAHW&T Project staff and the SAUSD Educational Technology Department will  
34 suggest and make changes to the student program as necessary to ensure the success of the project.

1 **Professional Development** To assess the achievement of *Form 4 Goal 2.0*, all project teachers will  
2 complete the CTAP<sup>2</sup> Technology Survey before beginning TAHW&T and update the survey again  
3 at the end of the year (*Form 5 Strategy 2.0n*). For this goal, the technology proficiency survey will  
4 be analyzed, comparing pre/post surveys. Teachers will measure their individual growth patterns  
5 and determine what types of in-services they need to take in order to meet project benchmarks. The  
6 Director of Educational Technology will analyze data for groups of teachers and schools to plan  
7 workshops and trainings. During the Writing in History and Intel trainings, monthly work days and  
8 other trainings, teachers will complete written evaluations of the training received. These evaluation  
9 forms will be designed with assistance from partners at OCDE, UCI, and the Educational  
10 Technology Department to provide feedback on the quality of the training received and need for  
11 additional training. Evaluations will be analyzed on a daily basis and used to plan for future  
12 trainings or to revise current training sessions. They will assist the trainers in providing content that  
13 meets the needs of the target group.

14 Project teachers will collect their work from the Summer Workshops, monthly work days, after  
15 school meetings, and other training in electronic portfolios along with samples of student work.  
16 These portfolios will be used as part of the requirements for CTAP Level II technology proficiency  
17 certification as well as to help teachers view and reflect on growth and best practices.

18 Since teachers will receive extra-service pay to attend the Intel Workshops, time sheets will be  
19 used to record attendance. On monthly work days, substitutes will be provided for the teachers or  
20 credit for Staff Development Buy-Back days and attendance will be monitored by sign-in sheets.  
21 Site meetings of teachers will be documented by a sign-in list and the meeting topics discussed.

22 Using the *Challenge 2000* Classroom Observation instrument, site administrators, curriculum  
23 specialist, target teachers and other professional educators will observe teachers for their use of  
24 technology tools to provide data to guide the staff development portion of TAHW&T. Analysis of  
25 this data will be used to plan for future workshops and trainings as well as to share among the  
26 stakeholders. All professional development data will be gathered by the PC and CS. They will  
27 monitor teacher attendance and report the results to the Director of Educational Technology.

28 The CTAP<sup>2</sup> AB 75 Supplemental Survey will be analyzed to assess the achievement of *Form 4*  
29 *Goal 2.0*. The same tools as used above will be used for this goal. Teachers will review multiple  
30 measures student data and other student achievement data at least twice a year for student growth.  
31 Teachers will assist their students in using the multimedia product scoring rubric to assess work and  
32 give feedback on the products based on the rubric guidelines.

33 **Expanded Access to Electronic Learning Resources** All TAHW&T classrooms are connected to  
34 the Internet. The annual CBEDS report and CDE technology survey will be used by the Director of  
35 Educational Technology to measure progress on the student to computer ratio. TAHW&T teachers  
36 will complete monthly surveys developed by the District Project Coordinator indicating which

1 electronic learning resources are being utilized and the frequency of their use. This data will be  
2 utilized to ensure that all students and teachers have increased access to the resources. SAUSD's  
3 existing infrastructure, equipment, and technical support will be utilized to support the program.

4 **Communication and Collaboration Among Home, School, and Community** To assess *Form 4*  
5 ***Goal 4.0***, copies of teacher web pages, student assignments, and other web information will be kept  
6 for each target group by trimester. Teachers will log contacts via technology with parents. Data  
7 including sign-in sheets, actual products and digital pictures will be maintained by the Curriculum  
8 Specialists for each school function. Community members participating in district functions will be  
9 tracked by the TAHW&T Project Coordinator. Extended access for students, parents, and  
10 community at the school sites to technology to promote the program's success will be monitored by  
11 the TAHW&T Project Director and SAUSD Educational Technology Department.

12 **2. Data-driven decision-making in the continuous improvement cycle** *see sections above*

13 **3. Relationship between additional performance goals and the purpose of the program**

14 The purpose of the TAHW&T Project is to use technology to improve students' English Language  
15 Arts and History Social/Studies proficiency (*Form 4 Goal 1.1, 1.2*) and **by having students**  
16 **increase the quantity and quality of writing** in their American History classes.

17 **4. Utilization of the of information gleaned from data-driven decision making**

18 Data collected from the above measures will guide the implementation of TAHW&T. Ongoing  
19 formative evaluation data gathering and sharing will assist sites to meet student achievement  
20 outcomes and project benchmarks. The PC, CS and TAHW&T teachers will meet to guide revisions  
21 of product tools and methodology. Ongoing evaluation of student work will show areas of weakness  
22 and strengths in the pedagogy, design, and technology use. Summative evaluation data from *MY*  
23 *Access!* for writing and technology made products provide data to be used to reflect on the  
24 TAHW&T practices and adjust design, trainings, and implementation practices so students meet  
25 and exceed standards. Results from teacher surveys given at the end of each training will guide the  
26 content of professional development throughout the project.

27 **5. Process for documenting progress on goals and benchmarks to determine eligibility for the**  
28 **follow-up grant.** The TAHW&T PC under the supervision of the Director of Educational

29 Technology will maintain the above documents to determine eligibility for the follow-up grant.

30 **6. Process for collecting data and submitting Semi-annual Report.**

31 Twice a year, the TAHW&T Project Coordinator and the District Director of Educational  
32 Technology, will review all data gathered to document each goal and benchmark, to determine if the  
33 benchmarks for each goal have been met, exceeded or not met. This information will be used by the  
34 TAHW&T Project Manager to prepare the Semi-Annual Report. The TAHW&T Project staff will  
35 suggest and make changes as necessary to ensure the success of the project.

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