

Please use a separate project sheet for each Title V Innovative Education project.

Unit MSAD 75 **Project Title** Collaborative Staff Development for Technology

If non-public school project, provide non-public School Name _____

1. NCLB Goal(s) Addressed (check all that apply):

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. | <input checked="" type="checkbox"/> 3. By 2005-2006, all students will be taught by highly qualified teachers. |
| <input type="checkbox"/> 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. | <input checked="" type="checkbox"/> 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. |
| | <input checked="" type="checkbox"/> 5. All students will graduate from high school. |

2. Project Description (What, where and why):

This grant will provide ongoing district-staff technology-development through the use of collaborative software, allowing teachers to maintain their technology skills, keeping staff's skills current, and supporting the integration of technology into their respective curriculum. Technology plays an important role in delivering comprehensive instruction, stimulating learning, and increasing collaboration. To be successful, teachers must maintain their proficiency in technology in order to effectively engage their students in the learning environment. Through the integration of technology into their curriculum, teachers are able to enhance the learning and proficiency of their students.

3. How will this project contribute towards (a) improving student achievement or (b) improving the quality of education for students?

Through this collaborative software, teachers will be able to participate in technology discussions with their peers that will enhance their skills. Teachers can also benefit from the tool's knowledge-base to answer their technology questions, or develop a technology solution to a problem they may experience in the classroom. This tool will also facilitate discussions among teachers and students by providing discussion boards where applicable. Increased communication opportunities provide increased learning opportunities for the students.

Additionally, the district can provide technology training for the collaboration software to help raise the baseline of technology skills among teachers, resulting in equitable instruction and learning opportunities for all students.

With the knowledge and skill attained through this tool, teachers will be able to improve the quality of instruction by using learned technologies to enhance content and delivery.

By increasing staff awareness and knowledge of this collaboration tool, teachers can spend more time teaching and interacting with students, and less time struggling with the technology's delivery methods.

4. If a staff development project: Provide information that supports the concept that this project is part of a high quality, sustained, intensive staff development program and not a short-term workshop.

Part of the initiative for staff development, as outlined in the District Technology Plan, is to establish equity of education through a technologically proficient staff. Technology baselines have been established as critical elements for all staff to ensure they are able to understand, use, and accurately respond to student questions regarding technology. This grant will provide a means of helping teachers meet the baseline through collaborative methods with minimal impact on their time spent teaching. This software will allow the district to provide up-to-date instruction on technology topics relevant the district technology efforts.

5. Outcomes / Performance Indicators: The outcome report, including supporting data, is to be provided at the end of year in the performance report on either of the two Title V targets listed below. Project coordinators should be gathering evidence of the impact of their project during its duration.

Expected outcomes include: increased collaboration among teachers, staff, and students; increased technology knowledge-base, or expert system, providing knowledge-swapping capabilities among teachers; additional technology tools for delivering instruction or teacher-student interaction; providing equitable learning environments for all students.

Performance can be generally monitored by assessing the number of bulletin boards in use and by the breadth of content throughout those boards. Highly active boards can be easily identified and the number of boards available is virtually unlimited. Additionally, teacher-student can also be generally monitored by the number of boards and postings.

Choose one or both of the national Title V targets below.

- How did this project contribute towards improving student academic achievement?
- How did this project improve the quality of education for students?

6. Impact Data: Fill in the estimated impact numbers for this project.

Students K-5	Students 6-8	Students 9-12	Staff (only if staff development project)	# Of Schools Participating	Public (P) or Non-Public (N) Project

7. Project Budget: Use whole dollars only (no cents)

Salaries & Benefits (100, 200)	Contracts (300-500)	Travel (500)	Supp/ Books (600)	Equipment (700)	Capital Equipment (780)	Other (890)	Project Total ‡ [Copy to Pg. E-10 Row (b)]
\$2200	\$2700	\$0	\$6486	\$4500	\$0	\$0	\$15886

‡ If this is a REAP-Flex project, see REAP-Flex Transfer Sheet. Do not copy this amount to Pg. E-10