

EDPSY 487 – Technology and Education Reform - Major Project

Addressing the following RFP: <http://www.ed.gov/Technology/challenge/98app.html>

Outline:

- ?? Introduction – Goals and Needs
- ?? The Professional Development Model
- ?? Stakeholder Involvement
- ?? Feasibility
- ?? Action Plan
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Introduction:

A. Our Vision

In discussing their vision for the use of technology in Illinois' classrooms, the Illinois State Board of Education (ISBE) K-12 Information Technology Plan (the State Tech Plan) said it best: ***What is necessary is for teachers to be fearless in their use of technology, fluent in the expressive and creative teaching opportunities it provides, and empowered by the changes it can bring to their classrooms.*** The State Tech Plan made a number of recommendations for the future, including two that specifically dealt with improving professional development in order to achieve that vision. ISBE noted its need to:

Build the capacity of Illinois educators to establish a student-centered, technology-enriched learning environment for increased student performance and economic viability (Recommendation #6); and

Ensure that new teachers are prepared to take full advantage of the learning potential of technology and telecommunications (Recommendation #7).

While ISBE recognized these two needs as early as 1995, recent ISBE District Technology and Learning Report Cards that measure school district achievements have

noted little progress in school districts statewide in achieving these goals. Instead, the Report Cards found that significant gaps exist between “where we are” and “where we want to be” with regard to technology-related professional development. Specifically, the Report Cards noted the need to improve both the strategies and methods used to support emerging learning and working practices (called “Staff Development Programs”) and the need to increase the percentage of staff with adequate training and support for connecting technology uses to working and learning (simply called “Staff Development”). The Blazing Learning Trails consortium has adopted the vision enunciated by ISBE and has developed a step-by-step method to reach, achieve, and exceed the professional development goals of the state of Illinois within the next 5 years. See Action Plan. Active members of the consortium include the state education agency (ISBE), the College of Education at Southern Illinois University at Carbondale (SIU-C), the North Central Regional Education Laboratory (NCREL), numerous private sector education technology firms, and Franklin-Williamson region’s seventeen public K-12 school districts, two private K-12 school districts, two special education cooperatives, and two alternative schools.

B. Our Goals

To assist the Illinois State Board of Education in accomplishing our shared vision, and to establish a program that can be easily adapted for use throughout the state, the Blazing Learning Trails consortium has designed a project that puts into effect an innovative 3-tiered 3-strand professional development model that marries the best current research in effective professional development with high quality course curriculum and teaching methodologies. This research-based model, which has been successfully piloted in three Franklin-Williamson K-12 learning communities, takes learners from the school learning community (including teachers, education administrators, school library media personnel, college of education faculty, pre-service teachers, and all school staff) from an initial introduction or “entry” into the use of technology through “adoption, adaptation, appropriation, and innovation” for three main

areas of competence: Essential Technology, Engaged Learning, and the Illinois Learning Standards. See Professional Development Model.

The consortium and the professional development model acknowledge that all learners do not begin at the same stage with regard to technological competence, nor do they begin with the same level of enthusiasm. For this reason, Blazing Learning Trails “corkscrews” its model into effect throughout the community, by first retraining those professionals most willing to learn and incorporate new skills (known as “explorers”) and ensuring that these explorers can then mentor the “trailblazers, pioneers, settlers, and homesteaders” who follow them through the learning process. Further, the model goes far beyond technical support (i.e. how to make machines work when lights blink and screens freeze) to include the need for support in technological integration and pedagogical concepts. It also ensures support for all of the extra time that is required for teachers to learn to work with technology, and to adapt and feel comfortable with the new curriculum uses and creative techniques for technology integration.

Importantly, the consortium also understands that simply reaching and re-training current teachers through in-service approaches to technology integration is not enough. Current estimates indicate that, due to retirement and other attrition, Illinois will need more than 86,000 new certified staff over the next decade to replace maintain 1995-96 staffing levels. (State Tech Plan). As such, an integral part of the consortium’s effort is directed at restructuring teacher education at the pre-service level. Consortium member Southern Illinois University at Carbondale, one of the premier teacher education institutions in the state and one of only two universities selected by the ISBE to pilot a teacher education restructuring project, has designed the pre-service portion of Blazing Learning Trails and has committed its faculty to this effort.

Thus, we are creating two Learning Trails -- one for current staff and one for future members of the school learning communities -- that emphasize Essential

Technology Skills, Engaged Learning, and the Illinois Learning Standards. Once in place and introduced throughout the five year grant period , these two trails will merge into one. Our consortium's goals are:

Goal 1: Build the capacity of Illinois educators by implementing a three-tiered professional development model in order to establish student-centered, technology-enriched learning environments which result in increased student performance and economic viability.

Goal 2: Ensure that new teachers are prepared to take full advantage of the learning potential of technology by implementing the same three-tiered professional development model in institutes of higher learning for both existing faculty and students.

Goal 3: Work cooperatively with the Illinois State Board of Education to support and enhance the three-tiered professional development model in order to impact all school learning communities within the state of Illinois.

C. Our Need

The Blazing Learning Trails consortium serves Franklin County and Williamson County, a large rural region in southern Illinois, characterized by poverty, provincialism, low educational attainment, little mobility, and high unemployment. Historically, the region was dominated by coal mining and farming. But employment in area mines and related industries has declined by at least 10% per year since 1985. Twenty-five (25) mines have closed or cut back and approximately 4,500 coal miners are permanently unemployed. While Illinois state unemployment rates are currently at 5.2%, the May 2001 figures show Franklin County with a 8.0% rate and Williamson County with an 6.5% rate. The result of area job losses, reduced farm profitability, and farm failures is that workers who live in the area have seen their incomes reduced or eliminated altogether. According to the 2000 US Census, the Median Family Income for the state of Illinois is \$41,179, significantly higher than the Franklin-Williamson median income of

just \$25,665. Further, statistics show that over 20% of adults in our region have less than a ninth grade education. As a result, many adults have limited options for entering new occupations or for offering their children technology-rich learning environments at home.

Most challenging is that more than 33% of the children in the Franklin-Williamson region live in poverty. And despite the nationwide claims of a booming economy, our regions poverty numbers have increased over the past five years due to the continuing economic decline in our area. A clear indicator of poverty is the US Department of Education's classification as a Title I School-wide Program; only schools in which 50% of the students live below the poverty level can be classified as such. In the 1996-97 school year, 12 schools in our region were classified as Title I School-wide Programs, with this number increasing to 18 schools in the 1997-98 academic year. As well, the number of students receiving free or reduced lunches has continually increased, with current figures showing that between 30 and 55% of all students qualifying for this program in 13 of our 17 school districts.

Table 1: FRANKLIN-WILLIAMSON COUNTY SCHOOL LOW INCOME STATISTICS

District Name <i>(Elementary School Districts Feeding into High School Districts in Italics)</i>	% of Students Qualifying for Free or Reduced Price Lunches <i>(based on Nutrition Monthly Report)</i>	Number of Schools in District
Benton Consolidated High School	12%*	1
<i>Akin Community Consolidated</i>	53%	1
<i>Benton Community Consolidated</i>	43%	3
<i>Ewing-Northern Community Consolidated</i>	27%	1
<i>Logan Community Consolidated</i>	54%	1
Cartersville Community Unit	30%	4
Christopher Community High School	47%	1
<i>Christopher Elementary</i>	47%	1
Crab Orchard Community Unit	22%	1
Herrin Community Unit	39%	5
Marion Community Unit	32%	6
West Frankfort Community Unit	31%	4
Sesser-Valier Community Unit	34%	2
Thompsonville High School Dist.	19%*	1
<i>Thompsonville Elementary</i>	40%	1
Zeigler-Royalton Unit	48%	2
Johnston City Unit District	40%	4
St. John The Baptist (Private)	10%	1
Our Lady of Mt. Carmel (Private)	4%	1

Overall	34%	41
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**Recorded data on Thompsonville High School and Benton High School free and reduced school lunch programs seem uncharacteristically low when compared with data from feeder elementary schools. It is assumed that these low numbers are the result of embarrassment on the part of high schoolers to apply or participate in the free-reduced lunch program.*

The Illinois State Board of Education has likewise acknowledged the needs of our region. Under its Technology Integration Program (TIP), the ISBE divides the state school districts into four quartiles -- from the richest to the poorest school districts -- and distributes technology funds to the poorest schools (those in the Fourth Quartile) first. In 1997-98, 15 of Franklin-Williamson's 17 school districts ranked in the Fourth Quartile. Similarly, six of our seventeen districts have been labeled Economically Challenged Schools by the ISBE, a determination that is made based on a school districts General State Aid per Equalized Assessed Valuation (GSA/EAV) divided by the totally weighted average daily attendance. In addition to these obvious economic challenges, Franklin-Williamson also faces a significant need for technology deployment. A technological survey conducted by the ISBE's Learning Technologies Division showed that the average state ratio of school computers to children was 1 computer for every 10 Illinois students, but that the ratio in Franklin Williamson was only 1 computer for every 15 students. (ISBE, Feb. 1998 Technology Survey Results, Larry Werner Principal Consultant).

Finally, in addition to being economically isolated, our region contains small rural communities that are geographically and culturally isolated. Our district population is 93% white, 5% African-American, and 2% Hispanic, Native American, and other. The largest town is Marion, with a population of 15,000. Many of our residents have grown up without ever visiting a museum or art gallery, or traveling the 140 miles to the nearest urban area, St. Louis, Missouri. For all of these reasons, the potential benefits of Blazing Learning Trails introduction and integration of technology promises a significant and much needed effect for the future of our region's teachers and students.

II. THE PROFESSIONAL DEVELOPMENT MODEL

A. Understanding the Framework

Rather than re-invent the wheel, the Blazing Learning Trails consortium has learned from and adapted two major research works on professional development to create our innovative

three-tiered three-strand model for professional development. The three-tiered approach of our model (from “entry” to “innovation”) is an outgrowth of the Apple Classrooms of Tomorrow design, which was researched and developed by Apple Computers in collaboration with public schools, universities and research agencies. Similarly, the three-strand approach is an outgrowth of the National Staff Development Council’s 1995 Standards for Staff Development which suggest that all good staff development requires *Context*, *Process*, and *Content* with *context* addressing the organization, system, or culture within which the new learning will be implemented; *process* referring to the “how” of staff development and describing the means for acquisition of new knowledge and skills; and *content* describing the actual skills and knowledge that members of the school learning community need to acquire through staff development.

The *context* for our professional development model is the ISBE Technology Blueprint (Appendix G of the State Tech Plan) upon which each school district relied when drafting its Community-based Technology Plan. Each of Franklin-Williamson’s school districts have a detailed Tech Plan in place, and each is required by the ISBE to spend at least 25% of its technology dollars on professional development.

The *process* of our professional development model is our focus on Engaged Learning which provides a student-centered learning environment in which students learn through meaningful real-world tasks. In engaged learning environments, questions are generally complex, with more than one right answer and/or more than one way to get to a right answer. Student activities are project-based and students are assessed based on both their answer and how they get to that answer. Engaged learning changes the look of the classroom by having: children engaged in authentic and multidisciplinary tasks; assessments based on students’ performance of real tasks; students participate in interactive modes of instruction; students work collaboratively and are grouped heterogeneously; students learn through exploration; and teachers are facilitators in learning.

The *content* of our professional development model includes six Essential Technology Skills and five cross-curricular Applications for Learning which are part of the Illinois Learning

Standards. The Essential Technology Skills were developed by the ISBE as *The Six Essential Learnings in a Technological Society*. Detailed on page 26 of the State Tech Plan, these skills seek to develop the learner as: (1) Information seeker, navigator and evaluator; (2) critical thinker, analyzer and selector; (3) Creator of knowledge; (4) Effective Communicator; (5) Technologist; and (6) Responsible citizen in a technological age. The five Applications for Learning were developed by the ISBE to enable learners to demonstrate their competence and deepen their understanding of State Content Standards across academic disciplines. Introduced in July 1997 and included in the introduction to each of the published State Content Standards, these skills seek to develop the learner's ability to: (1) Solve problems; (2) Communicate effectively; (3) Use technology; (4) Work as part of a team; and (5) Make connections within and among learning areas. Importantly, all members of the school learning community need to master these skills and learn how to encourage such skill development in their students. Our professional development model teaches and develops these skills by introducing innovative methods that can be utilized across the Illinois Fundamental Curriculum Areas of language arts, math, science, social science, fine arts, foreign language and physical development and health. [Note: Illinois has not adopted State Content Standards in the area of Technology Learning. Rather, the sole guidance on the use of technology comes from the Applications of Learning which utilizes technology as a tool to demonstrate ability in other State Content Standard areas through "use of appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results."]

Our professional development framework is intended to provide a means to permeate all school learning communities including teachers, administrators, school library media personnel, College of Education faculty, pre-service teachers, and all school staff. See Action Plan. As individuals gain new skills and understand new concepts, they move forward into the next tier. But since technology demands are constantly changing, it is understood that as individuals advance through the professional development model, they may return to tier one for learning new skills and concepts that are introduced later to further improve schools, skills, and

curriculum. Importantly, the success indicators incorporated into our model have been piloted and determined to be successful in each of our pilot school districts.

B. The Psychological Model: A Team Approach

The Blazing Learning Trails consortium knows that, like changing the course of a cruise ship, introducing change to any large organization takes preparation, commitment, and a gradual introduction of new ways of thinking and learning. Acknowledging that people respond differently to change -- some embracing it enthusiastically while others are more comfortable to cling to their familiar past -- is central to successfully accomplishing change. In several previous pilot projects, the Franklin-Williamson region has developed a model for change based on this idea with names reflective of the history of our region.

.Table 3: Team Identification

<u>TEAMS</u>	<u>DESCRIPTION</u>
<i><u>“Explorers”</u></i>	have the attitude of “whatever it takes” and see opportunities for creative solutions rather than obstacles which only seem overwhelming when one’s eyes are taken off the vision. They must be willing to make mistakes, learn and share their newly-gained knowledge by peer-mentoring with the second year trailblazers.
<i><u>“Trailblazers”</u></i>	are willing to travel without maps, have a desire for novelty, and are responsible for bringing back maps of the frontier. They will share the successes and failures of the first two years and train the pioneers in the project.
<i><u>“Pioneers”</u></i>	are adventurous and hardy, however, they need assurance and stories from the trailblazers to make sure the trip is worthwhile. The pioneers, using the maps of the trailblazers, will begin to permeate the existing learning environments and impact the next layer of this plan, the “settlers”.
<i><u>“Settlers”</u></i>	are bold, but not adventurous; they need to know what is expected of them and need strong leadership and support from the pioneers. The settlers and pioneers working together within the restructured learning environment (a triangular link between home, school and community) bring the “homesteaders” on the journey.
<i><u>“Homesteader s”</u></i>	are comfortable where they are, reluctant to change, but don’t like to be excluded when the pioneers and settlers have moved on.

When America was first being settled, its inhabitants had to choose whether to stay in a known and safe environment or whether to venture into new territory to seek new challenges and explore new and unexpected possibilities. Their bravery in entering uncharted territory ultimately determined their future and the future of the entire nation. Similarly, over the next five years and beyond, school learning communities will take on a remarkable new look by “corkscrewing”

innovative practices into schools on a rotational basis. Picture a corkscrew turning inside a fresh cork in which just the very tip has been penetrated. Our explorer teams lead the way, equipped with new technology and telecommunication tools, new teaching and learning techniques, and new opportunities for professional development. As the route moves forward, it is circular, and touches various groups of educators, eventually encompassing the entire region. Franklin-Williamson region has learned that introducing change initially to those most receptive is the most effective way to guarantee success.

Thus, as an initial stage in the Blazing Learning Trails consortium, all school learning community members will complete a survey instrument entitled Teaching with Technology, developed by the International Society for Technology Education and the Department of Curriculum and Instruction at North Carolina University. (This survey instrument has been used previously and is currently being modified to measure specific responses in line with the three-tiered three-strand professional development model.) Based on their responses to the survey, all learners are then placed into one of the five team levels which will signify when and where they begin participation in the professional development model. Importantly, a member of a learning community may be an explorer with regard to essential technology, but a pioneer or settler in the areas of engaged learning or the Illinois Learning Standards; thus each person will be placed in a team for each of the three professional development strands.

Participation in the professional development model will thus be gradually introduced. In year 1, Blazing Learning Trails anticipates that approximately 10% of the 1100 teachers (public and private) in Franklin-Williamson region, 25% of faculty at the Southern Illinois University at Carbondale College of Education, and 10% of the pre-service teachers in the College of Education will be identified as Explorers or Trailblazers and will begin training in the model.

In years 2 through 5, an additional 10-15% of school learning community members will be trained annually. Drawing upon their successful experiences, the Explorers will peer-mentor and train teams of Trailblazers, who will further implement change and set the pace for others to follow. Trailblazer teams will act as mentors to Pioneer teams which will further spread change

throughout the school. Once confident of their Pioneer predecessors success, the Settlers and the Homesteaders will eventually embrace the new technologies, learning methods, and processes. Importantly, peer-mentoring plays a large role in the Blazing Learning Trails project, and includes both mentors within the same school and tele-mentoring between schools via the internet's communication tools.

This team approach also allows for effective planning, training, and follow-up activities -- three keys to effective school change. Planning is ensured through establishing teacher leadership through the identification of explorers and trailblazers, extending training opportunities, focusing on practical classroom issues, establishing a critical mass of teachers and schools, and including school community partners. Training activities are accomplished through engaging all school learning community members in long-term training with accompanying support structures. And follow-up activities ensuring project success are accomplished through continuous evaluation, modification, and support.



	SKILLS FOR ALL LEARNERS	SUCCESS INDICATORS FOR SCHOOL LEARNING COMMUNITIES	
		Tier One	
		Entry to Adoption	Adaptation to Appropriateness
Strand 1	<p>Essential Technology</p> <ul style="list-style-type: none"> ?? Information Seeker, Navigator and Evaluator ?? Critical Thinker, Analyzer and Selector ?? Creator of Knowledge ?? Effective Communicator ?? Technologist ?? Responsible Citizens in a Technological Age <p><i>(Illinois State Board of Education's (SEA) Six Essential Learnings in a Technological Society)</i></p>	<ul style="list-style-type: none"> ?? Learn the basics of using technology ?? Using technology as a tool to support traditional instruction 	<ul style="list-style-type: none"> ?? Integrate technology classroom activities ?? Develop new approaches to teach with technology
Strand 2	<p>Engaged Learning</p> <ul style="list-style-type: none"> ?? Vision of Learning ?? Tasks ?? Assessment ?? Instructional Model ?? Learning Context ?? Grouping ?? Teacher Roles ?? Student Roles <p><i>(Based on work conducted at the North Central Regional Education Laboratory (NCREL) – U. S. Dept. of Education)</i></p>	<ul style="list-style-type: none"> ?? Develop an awareness of and positive dispositions toward Engaged Learning. ?? Initiate components of engaged learning practices into traditional classroom instruction. 	<ul style="list-style-type: none"> ?? Infuse engaged learning components by restructuring classroom learning environment ?? Utilize a cross-curricular approach to incorporate all aspects of engaged learning into the local curriculum
Strand 3	<p>Illinois Learning Standards</p> <ul style="list-style-type: none"> ?? 30 Discipline-centered Goals ?? 5 Applications for Learning ?? Solving Problems ?? Communicating ?? Using Technology ?? Working on Teams ?? Making Connections <p><i>(Illinois State Board of Education (SEA), 1997)</i></p>	<ul style="list-style-type: none"> ?? Develop an awareness of the newly adopted Illinois Learning Standards, including 30 discipline-centered goals, and five cross-curricular applications for learning. ?? Align local curriculum to state standards and identify curricular gap areas. 	<ul style="list-style-type: none"> ?? Utilize the five cross-curricular applications for learning to revise curriculum activities successfully address gap areas. ?? Infuse the standards throughout the local curriculum.

*School Learning Communities includes teachers, administrators, school library media personnel, college of education faculty, preservice teachers, and all school staff.

III. THE BLAZING LEARNING TRAILS CONSORTIUM

A. Consortium Partners

Our consortium’s proposal represents an unprecedented accomplishment; representatives from the ISBE, SIU-C, and the Franklin-Williamson region have designed and developed this proposal with the input, support and cooperation of all our consortium partners. Each of our consortium partners bring a different need, perspective, and advantage to our program. Through their commitments, student success will be enhanced by implementation of the three-tiered model for professional development.

Table 4: Consortium Partners

Consortium Partners and Areas of Expertise	Link to the Three Tiered Framework for Prof. Dev.	Commitment
Illinois State Board of Education (ISBE – SEA)	Essential Technology Engaged Learning Illinois Learning Standards	Commit staff time and resources that will promote dissemination of lessons learned from the project.
North Central Regional Educational Laboratory (NCREL) – U.S. Dept. of Ed.	Engaged Learning and Assessment	Provide support for the framework for professional development, engaged learning and project evaluation team.
Southern Illinois University at Carbondale – College of Education, Department of	Essential Technology Engaged Learning	Cooperate and assist the project to
Western Illinois University – Center for the Application of Information Technologies (CAIT)	Engaged Learning	Provide professional development opportunities at no cost over Star Net Distance Learning Network
Compaq Computer Corporation	Essential Technology	Provide reduced pricing on equipment, technical support, and opportunities for professional development.
Apple Computer	Essential Technology Engaged Learning	Provide the initial model that the three-tiered
Lightspan Corporation	Essential Technology	Integration, Training & Means of Peer
CTB McGraw-Hill	Illinois Learning	Provide technical assistance in developing
Future Kids	Engaged Learning	Provide curriculum and training for

First Cellular of Southern Illinois	Essential Technology	Provide voice & Internet access from
TCI Cable and Cablevision of Southern	Essential Technology	Provide free cable airtime to broadcast
Classroom Connect – Professional Development Curriculum	Essential Technology Engaged Learning	Provide reduced rates on training and
SIICM (Southern Illinois Intercollegiate Common	Essential Technology	Provide one-fourth of all professional
Mid-South Regional Partnership Coalition	Illinois Learning	Provide learners opportunities to develop
Maytag	Illinois Learning	Provide learners opportunities to perform
Mulkeytown Area Historical Society and	Engaged Learning	Provide real world experiences and
National Coal Museum	Engaged Learning	Provide real world experiences and
US Army Corps of Engineers	Engaged Learning	Provide real world experiences and
US Fish & Wildlife Service/Crab Orchard	Engaged Learning	Provide real world experiences and
Compag Corporation	Essential Technology	Extended technical support.

B. Linkage With State And Federal Programs

Blazing Learning Trails has been designed with an understanding that it will complement and build upon collaborative efforts previously undertaken or currently underway with federal and state funding sources including the Technology Integration Program, Goals 2000, Eisenhower Professional Development Programs, Title I, and local School-to-Work initiatives. A brief overview of these relationships follow:

Technology Integration Program (TIP): In 1997-2000 all Franklin-Williamson's 17 public school districts received TIP dollars from the ISBE Learning Technologies Division to implement their 3-5 year Community-based Technology Plans. Each district was required to earmark 25% of this money for professional development activities, and activities conducted correlate with tier 1 activities of strand 1 (Engaged Learning) of the professional development model.

Goals 2000: For the past six years, Franklin-Williamson schools have collaborated on multi-district Goals 2000 grants focusing on technology deployment and related professional development. Thanks to Goals 2000's use of creative wiring solutions, such as NetDays and effective utilization of custodial staff time, all classrooms in the Franklin-Williamson region are connected to their school's local area network and each has the infrastructure necessary to

connect to the Internet by utilizing a small number of mobile pods of computers that may be moved between classrooms as needed. As a result, the Goals 2000 projects have equipped most of our school districts with the necessary equipment and connectivity to begin the Blazing Learning Trails initiatives.

Eisenhower Professional Development for Math & Science (Title II): For the past six years, 13 of Franklin-Williamson's 17 school districts have collaborated on a multi-district project focused on utilizing technology as a tool to enhance math and science instruction and assessment. Through a partnership with CTB/McGraw- Hill, professional development programs have been designed to prepare teachers and administrators to establish classroom management systems that promotes assessments linked to the Illinois Academic Standards. Blazing Learning Trails builds on this to develop performance-based rating tools to measure student learning in all content areas. Title II has also provided each school district with a variety of technology tools (including at least one digital camera, interactive laser-video chemistry lab, projection microscope / ScopeCam, calculator and digital scanners) and has trained educators in using them to enhance classroom learning.

Higher Education Eisenhower Math & Science: Through a partnership with Southern Illinois University at Carbondale, the Franklin-Williamson schools won this competitive funding grant to integrate project-based science activities into the local science curriculum. The project-based science model includes Driving Questions, Investigations, Production of Artifacts, Collaboration, and Technology. Ewing-Northern Grade School served as the pilot site to begin professional development activities associated with the integration of the project-based science model into the curriculum. Ewing-Northern utilized success indicators similar to those included in our 3-tiered 3-strand professional development model.

Title I: In 1999-2000, eighteen schools within the Franklin-Williamson region used their school-wide Title I program dollars to begin in-service training for teachers on engaged learning, improved learning styles and methods, and integration of technology into learning areas. These

activities correlate with the beginning stages of the Blazing Learning Trails professional development model.

Mid-South Regional Partnership Coalition: All schools within the Franklin-Williamson region are served by this federally-funded local School-to-Work initiative which provides leadership, in-service training, and career development software to assist school personnel in aiding student transitions from school to the workplace or to further educational opportunities. Blazing Learning Trails will build upon Mid-South's professional development knowledge, including their staff development instruction for developing a portfolio assessment system. In addition, Blazing Learning Trails will utilize the experiences of Mid-South in designing real-world learning experiences in tier 3 of the engaged learning strand of the professional development model.

C. Curriculum Content Changes

Illinois is at a critical juncture. In July 1997, the Illinois State Board of Education introduced the Illinois Learning Standards in seven core curriculum areas: (1) English/Language Arts; (2) Science; (3) Mathematics; (4) Social Sciences; (5) Foreign Languages; (6) Fine Arts; and (7) Physical Education and Health. The Standards set out the necessary content in each curricular area with targeted learning in early elementary classes, middle elementary classes, junior high classes, early high school classes, and late high school classes. Thirty discipline-centered goals and the five Applications for Learning described early in this proposal round out the Standards.

Without the necessary infusion of high quality professional development at precisely this time, these Standards will end up simply written on paper but not instituted in any way or utilized to affect change in the student learning environment. Implementation of the Blazing Learning Trails professional development model would enable Illinois to see the fruits of its labor. Beginning in year one of the Blazing Learning Trails proposal, members of school communities identified as explorers and trailblazers within strand three (the Illinois Learning Standards strand) will begin adapting existing curriculum in two core curriculum areas to align it with the new learning standards. Other core curriculum areas will be tackled in the following years. The gradual curriculum

integration will allow for ongoing evaluation and revision by the Blazing Learning Trails internal and external evaluators. Adaptation and alignment will be phased in as follows:

Table 5 – Core Curricular Area Implementation

	English – Language Art	Science	Mathematics	Social Science	Foreign Languages	Fine Arts	Physical Development & Health
Year One	?	?					
Year Two	?	?	?				
Year Three	?	?	?	?			
Year Four	?	?	?	?	?	?	
Year Five	?	?	?	?	?	?	?

IV. FEASIBILITY

A. Replicability

Perhaps President Clinton said it best, in his 1995 State of the Union Address: *“We are moving from an Industrial Age built on gears and sweat, to an Information Age demanding skills and learning and flexibility.”* Nowhere does this reality resonate stronger than within school learning communities nationwide. All educators are faced with the challenge of changing the school environment so that all learners have essential technology skills, are engaged in their learning, and have learning models that are flexible to meet the needs and learning styles of all members of the school learning community.

State Superintendent Max McGee has supported the Blazing Learning Trails model stating "This project will pilot the statewide implementation model for the State Board's Learning Technologies Division. In fact, the 3-tiered, 3-strand model is ideal for replication both statewide and nationwide because of its universal characteristics. Two of the three strands support the national education goals of training professionals in Essential Learning Technologies and Engaged Learning. And even strand three, which is based on Illinois Learning Standards (which reflect National

Standards) is focused on acquiring “applications for learning” skills that can relate to curriculum content in any state. Most importantly, the 3-tiered 3-strand professional development model is a proven successful research-based model; is achievable by following a straight-forward step-by-step Action Plan; includes a corkscrew approach which takes resistance into account by introducing change gradually; ensures that all members of the learning community (both pre-service and in-service teachers and all related university and K-12 school faculty and personnel) participate; and it produces useful product development including introductory surveys, assessment and evaluation tools, and a videos for broadcast.

Further support for replicability includes:

- ? The North Central Regional Education Laboratory (NCREL), one of ten regional educational laboratories in the US and the only lab dedicated to research on technology and student achievement, has published and distributes nationwide the indicators of engaged learning that form the basis of our engaged learning strand. In addition to serving Illinois educators, NCREL assists educators in Minnesota, Iowa, Indiana, Ohio, Michigan, and Wisconsin.
- ? The three-tiered framework for professional development is based in part upon the Apple Classroom of Tomorrow model that is held in high regard among educational researchers. Partnering with Apple provides support for the model’s continual evaluation, assessment and refinement.
- ? The College of Education at Southern Illinois University at Carbondale (SIU-C) has created a model for introducing high-quality professional development to its own faculty, while concurrently preparing future members of the education community to use essential technology skills, provide engaged learning environments for all learning, and teach curriculum that meets state standards. The Action Plan includes step-by-step instructions for incorporating pre-service

students into the professional development model and could be transferable to other colleges of education facing similar challenges.

? The demographics of the Franklin-Williamson region illustrate that success in this professional development model can be achieved in geographically and economically isolated regions by building a model with a minimal number of resources and personnel that is currently working successfully at pilot sites. This makes the 3-tiered 3-strand model perfect for less fortunate rural schools, and easily adaptable to urban and city schools where more resources (either financial or in the form of consortium partners) may be available.

? The private sector consortium partners include nationally and internationally known companies who have reviewed the model and committed to working towards replication nationwide. These partners include but are not limited to Apple Computer for professional development structure, CTB McGraw-Hill for assessment, Futurekids for essential technology skills and curriculum integration, Classroom Connect for educational website and internet training, and Compaq for technological support structure.

Since an essential part of replicability of any model is its dissemination plan, the Blazing Learning Trails consortium has harnessed a variety of methods to share this model with interested parties.

? Working with the nationally known and respected webmaster, Classroom Connect on-line university, will give all members of all learning communities access to on-line classes designed under this proposal including but not limited to: basic technology skills, integration of technology into the curriculum, innovative curriculum instruction, and assessment models.

? Each year of this project, WSIU/WUSI, our local public broadcasting television station will produce and air programs focusing on the key components in the three-tiered professional development model. The programs will address the model from a variety of perspectives, and will include highlights of the roles played by our K-12 public and private schools, SIU-C, the Illinois State Board of Education, and the private sector.

? TeleCommunications Incorporated (TCI), a national cable television provider, is providing free airtime on their cable network during which we plan to air professional development in-service training that can be video-taped for future use in other communities and to enhance the train-the-trainer model of this proposal.

? Finally, Blazing Learning Trails will publish its assessment and evaluation results, on its homepage and establish linkages to all Consortium partners, thereby enabling many people to learn of the model who may not have originally sought out a rural community in southern Illinois for advice.

B. Evaluation Plan

The Blazing Learning Trails evaluation plan is based on the model by Altschuld and Kumar (1995) designed to address school-wide educational programs. The following five principals guide this model: (1) Formative evaluation of the development of a program must be central in order to make needed modifications. (2) The process of gaining understanding and knowledge must be prominent in the evaluation framework. (3) The context and support systems of the program should be analyzed. (4) Evaluation will take into account the interface between both the micro (classroom) and the macro (school-wide) levels. (5) The model must take into account the current societal press for accountability.

In this model, the main stages of our program that must be evaluated are need, conceptualization, development, tryout, formal use, long-term use, and impact. These main stages include both process variables and outcomes. Surrounding these main program components are contextual and supportive factors that may impact the program. Contextual factors may include the community, parents, school districts, specific teachers and schools, and society. Supportive factors include administrative support, community involvement, learning environment, teacher preparation, facilities and instructional materials. All of these components are addressed in the evaluation strategies and timelines depicted in our proposed evaluation plan.

In most cases, baseline information will be collected before program activities begin. This information will be used to assist in designing future activities and for comparison purposes. Information gathered from each cohort will be used to modify the activities of subsequent cohorts. A variety of data types will be collected to ensure the validity of results.

The evaluation plan will be implemented by an evaluation team consisting of representatives from SIU-C, NCREL, the ISBE School Improvement and Quality Assurance Division, the ISBE Learning Technologies Division, and representatives from the public and private schools. The evaluation team includes internal evaluators and external evaluators. Internal evaluators will be more familiar with the project and external evaluators can bring a more objective viewpoint to the project evaluation. The team members were selected to bring a variety of experiences to the project. All have extensive experience in teacher staff development and program evaluation.

The evaluation team, along with project staff, will design specific evaluation activities, locate or develop instruments, develop an evaluation schedule, oversee and assist in data collection, analyze data, and publish periodic reports which will be available through the Franklin-Williamson website. One major data source will be the opinion inventories and school quality indicators published by the National Study of

School Evaluation (NSSE), which are designed to directly evaluate school improvement programs, instructional effectiveness, and school technology systems using measurable benchmarks.

The Project Director and the graduate assistant from Southern Illinois University will conduct the bulk of the data collection, and during the academic year their energies will primarily be devoted to conducting interviews and classroom observations. The evaluation team, senior project staff, and graduate students will meet periodically to organize the project evaluation.

Table 6: Evaluation Plan Summary

Evaluation Question	Data Sources	Timeline
1. What is the overall quality of the program activities?	<ul style="list-style-type: none"> • Classroom Observations • NSSE Opinion Inventories • Training Session Evaluations 	• On-going
2. What is the impact of the program on teacher attitudes and beliefs about using technology in the classroom?	<ul style="list-style-type: none"> • Pre-post Teacher Belief and Attitude Instruments • Teacher Interviews • NSSE Opinion Inventories 	• Annually (spring)
3. What is the impact of the program on classroom utilization of technology?	<ul style="list-style-type: none"> • Classroom Observations • Teacher and Student Interviews • NSSE School Indicators • NSSE Opinion Inventories 	• Annually (spring)
4. How has the program impacted student learning?	<ul style="list-style-type: none"> • Illinois State Achievement Test Results • District Performance Assessments • Student Technology-Based Artifacts • NSSE School Indicators 	• Annually (spring)
3. To what extent are the contexts becoming more supportive of the	<ul style="list-style-type: none"> • Interviews 	• Annually

vision for exemplary technology use?	<ul style="list-style-type: none"> • Classroom Observations • Program Artifacts (technology products, lesson plans, etc.) • NSSE Opinion Inventories 	
5. What is the extent of institutionalization of technology use in the schools?	<ul style="list-style-type: none"> • Interviews • NSSE School Indicators 	• Annually
6. How does the collaboration between the consortium partners impact the use of technology in the classroom?	<ul style="list-style-type: none"> • Interviews • Electronic Communication Documentation 	• Ongoing
7. How does the program impact the use of technology in preservice teacher education courses and field experiences?	<ul style="list-style-type: none"> • Content Analyze Course Syllabi • Classroom Observations • Interviews • NSSE School Indicators • NSSE Opinion Inventories 	• Every Semester
8. How successful are preservice teacher candidates at using technology?	<ul style="list-style-type: none"> • Classroom Observations • Reflective Journals • Formal Evaluations from Teacher Educ. Faculty and Cooperating Teachers 	• Every Semester

C. Sustainability

Although we are beginning a new project, we are not starting from scratch. Each public and private school district in the consortium has an ISBE-approved 3-5 year Community-based Technology Plan which addresses sustainability of professional development funding. As well, all districts have separate line items within their school budget to support technology at the local level, and many of the districts have received state and/or federal funding for technology programs. All the Blazing Learning Trails

consortium members have made a commitment to implementing technology with contributions of staff time, resources, equipment and facilities for use by members of the school learning communities. .

The ISBE Division of Learning Technologies has been instrumental in providing state technology dollars for all schools. In Fiscal Year 98, they introduced the Technology Integration Program which is providing substantial funding over a 4-year period. At present, the ISBE is working with the Illinois General Assembly to find an alternative funding source (i.e. a special tax) to fund this program beyond the four-year period. The anticipated cost to fund all districts in the state every year is \$100 million, and the ISBE is working on a model that will provide continuous technology funds to school districts on a cyclical basis.

Once implemented in its entirety, the professional development model will have impacted a critical mass of k-12 school learning community members who will sustain the content and processes learned over the remainder of their careers. Similarly, by impacting all faculty members within the College of Education at SIU-C and restructuring the teacher education program, this model ensures that all future newly-trained teachers graduating from SIU-C will be likewise prepared to utilize technology in an engaged learning setting. And, the support systems of the 3-tiered, 3-strand models will remain in place indefinitely to provide continuing assistance to teachers and to train any new teaches who come to Franklin-Williamson region from institutions other than SIU-C.

D. Action Plan

Goal 1: Build the capacity of Illinois educators by implementing a three-tiered professional model in order to establish student-centered, technology-enriched learning environments which result in increased student performance and economic viability.				
Objective 1: Build, strengthen and support a continuous professional development link to ensure that all learners obtain essential technology skills.				
Approaches:	Timeline	Expected Results	Success Benchmarks	Persons/Partners Involved
Provide traditional hands-on instruction using the Futurekids curriculum (Word Processing, Database, Spreadsheets, Graphics, Desktop Publishing, Operating Environments, Telecommunications, Multi-media, Applied Technology, & Programming) to ensure that all members of the school learning communities have at least 45 hours of basic instruction. (tier 1)	Year 1 and On-going	Participants will learn the basics of using technology as a tool.	250 trained Year 1 200 Teachers trained each following year.	FutureKids Trainers SICCM Project Staff All members of the SLC (School Learning Community)
Setup an on-line university with Classroom Connect to teach basic technology skills (tier 1)	Year 1 and On-going	Participants will learn the basics of using technology as a tool.	75 teachers Year 1 and approx. 250 each subsequent year.	Project Staff Explorers, Trailblazers Classroom Connect Webmaster
All learners in the school community will complete a	Annually	Indicators will be available as to skill level for	90% survey response. (Tied to individuals, not	Project Staff

survey to determine where they fall within the tiers of essential technology skills and will complete on-line university and other courses of study as appropriate (tier 1, 2, & 3).		to allow appropriate training.	groups)	SIU-C Faculty Preservice Teachers All members of the SLC
Setup, staff, and maintain a help desk via a cellular phone network, for mentoring of essential technology skills and basic problem solving. (This will begin with project staff and explorers and rotate through trailblazers, pioneers, etc. as mentors for subsequent groups.)	Beginning Year 1 and rotating through staff,	Assistance and peer mentoring to individual educators.	Utilization of help desk. 500 calls expected Year 1, 1000 each subsequent year	All members of the SLC Project Staff First Cellular
Work cooperatively with consortium partners to use technology as a tool in traditional instruction to communicate, seek information, navigate, and evaluate via email and the Internet. (tier 1)	Year 1 and On-going	Teachers will use technology as a tool to support instruction.	Lesson plans will include technology as a tool. Year 1 – 100 educators.	Apple Computer Classroom Connect FutureKids Trainers SICCM Project Staff All members of the SLC
Via a team approach, develop new curriculum	Year 1 and On-going	Integrate and adapt technology into	Dissemination of developed models to all tier 2	FutureKids Trainers

integration models with the FutureKids technology consultants. (tier 2)		classroom activities.	teachers	Explorers Trailblazers
Pilot the newly developed technology integration activities within established FutureKids technology basics sites (tier 2).	Late year 1 and On-going	Integrate and adapt technology into classroom activities	Documentation of pilot activities in 50 classrooms per year.	FutureKids Trainers Project Staff Christopher HS Ewing-Northern Elementary Carterville CUSD #5
Utilize the problem-based learning model to integrate technology into classroom activities in which students will be creators of knowledge when producing artifacts (tier 2). Year 1 – Language Arts and Science Year 2 – Language Arts, Science, and Math Year 3 – Language Arts, Science,	On-going as described at left.	New approaches are developed to teach with technology in a variety of Illinois Areas of Learning.	Documentation of activities, student artifacts. 50 classrooms Year 1 expanding 50-100 additional each subsequent year.	Project Staff SIU-C Faculty ISBE Consultants All members of the SLC Apple Computer NCREL Trainers

<p>Math and Social Science</p> <p>Year 4 – Lang. Arts, Science, Math, Soc. Sci., Fine Arts, & Foreign Lang.</p> <p>Year 5 – Language Arts, Science, Math, Social Science, Fine Arts, Foreign Language and Physical Development & Health.</p>				
<p>Work cooperatively with consortium partners to develop new approaches to teaching with technology (tier 3).</p>	<p>On-going</p>	<p>New, innovative uses of technology in the classroom are explored and shared.</p>	<p>Meetings, trainings, & peer mentoring are documented. 35 teacher explorers Year 1</p>	<p>Explorers, Trailblazers, Pioneers</p> <p>Apple Computer</p> <p>SICCM</p> <p>FutureKids Trainers</p>
<p>Setup an exploratorium on-line environment so that all learners in the school learning community can</p>	<p>Year 1 and On-going</p>	<p>Tier 2 and tier 3 teachers will employ the exploratorium, pilot suggestions and ideas, and</p>	<p>Documentation of on-line usage. Anticipated use by 40 Tier 3 teachers during Year 1.</p>	<p>Project Staff</p> <p>Webmaster</p> <p>Classroom Connect</p>

discover and explore new uses of technology, by utilizing the skills of critical thinker, analyzer and selector (tier 3).		share with others.		All members of the SLC
Develop and implement on-line computer based training to assist in providing on-time, just-in-time training for educators & staff in tier 1 and some tier 2 settings.	Year 1 Develop, Year 2 and On-going Implement	Basic training is utilized at the educators' convenience to build flexibility.	Documentation of on-line usage of training. Use by 100 teachers during Year 1, up to 500+ annually both within and without the project area	All members of the SLC Project Staff Webmaster Classroom Connect FutureKids Trainers SIU-C

Objective 2: Enhance and restructure learning environments by providing high quality staff development on the indicators of engaged learning.

Approaches:	Timeline	Expected Results	Success Benchmarks	Persons/Partners Involved
Work cooperatively with the NCREL trainers to ensure awareness training on all indicators of engaged learning for all members of the school learning community via a train the trainer approach. (tier 1)	Year 1 and On-going	Educators will be aware of the engaged learning indicators.	50 Trainers trained Year one. Others trained by trainers and newly trained trainer until all teachers are aware in Year 5.	All members of the SLC SIU-C NCREL Trainers
Utilize explorer and trailblazer teams to begin integration of engaged learning practices into traditional classroom instruction. (tier 1)	Year 1 and On-going	Some engaged learning practices are utilized within the classroom.	Classroom plans and/or observation. 50 Explorer and trailblazer teams will begin integration during	All members of the SLC Explorers, Trailblazers NCREL Partners

instruction. (tier 1)			Year 1.	
Explorer and trailblazers teams will work cooperatively with consortium partner to develop an online university strand on basic engaged learning lessons and curriculum integration. (tier 1)	Year 1 and On-going	Some engaged learning practices are utilized within the classroom.	Appropriate on-line materials established	Explorers, Trailblazers NCREL Partners Classroom Connect Webmaster
Via the on-line university train all members of the school learning community on how to integrate engaged learning concepts into the existing school curriculum. (tier 2) Year 1: Pioneers Year 2: Settlers Year 3: Homesteaders Year 4: Full Implementation	Year 1 and On-going per schedule at left	On-going infusing of engaged learning components will be made within classrooms.	Documentation of on-line trainings. 200 pioneers Year 1 and subsequent years on schedule at left.	NCREL Partners Classroom Connect All members of SLC Project Staff
Restructure classroom learning environments by utilizing peer and tele mentoring techniques of experienced engaged learning teachers and	Year 1 and On-going	Classrooms are restructured to address the needs and philosophy of engaged learning.	Documented changes in teaching styles per lesson plans and observation.	NCREL Project Staff Explorers, Trailblazers, Pioneers

administrators. (tier 2)				
Develop, pilot and, implement an assessment system that focuses on performance-based techniques to measure engaged learning opportunities. (tier 2)	Year 1 and On-going	A usable engaged learning measurement instrument will be developed.	Completed assessment documents. Results from pilot/implementation. 20 classrooms–Year 1	SIU-C CTB/McGraw-Hill ISBE Consultants Explorers, Trailblazers, Pioneers Project Staff
Train all members of the school learning community to utilize authentic assessments that are developed and piloted. (tier 2)	Year 1 and On-going until all are trained	Authentic, real-world problems are utilized as the basis for engaged learning contexts with development of accompanying assessments.	Documentation of training & of implementation in classrooms. Train 40 teachers Year 1	SIU-C CTB/McGraw-Hill ISBE Consultants NCREL Partners All members of SLC
Create real-world learning tasks and experiences for all members of the school learning community by collaborating with consortium partners to facilitate engaged learning opportunities (tier 3) (U. S. Army Corps, Crab Orchard Wildlife Refuge, Maytag, WSIU-WUSI TV, National Coal	Year 1 and On-going per schedule at left	Engaged learning addresses real-world problems based upon the local community and the nation.	Documentation of tasks and experiences. Estimated 25 pilots during Year 1 and adding approximately 2-300 each of the subsequent years.	All members of SLC Project Staff NCREL partners U.S. Army Corps, Crab Orchard Wildlife Refuge Illinois EPA, Maytag, WSIU/WUSI-TV, National Coal Museum, Silkwood Inn Museum

<p>Museum, Silkwood Inn Museum)</p> <p>Year 1: Explorer and Trailblazers</p> <p>Year 2: Pioneers</p> <p>Year 3: Settlers</p> <p>Year 4: Homesteadors</p> <p>Year 5: Full implementation</p>				
<p>Establish a “learning community” of educators through telecommunications which supports collegial exchanges of ideas, discussion of critical issues, exchanges of information and ongoing design and implementation of new curricular and instructional designs based on technology and telecommunications. (tier 3)</p>	<p>Year 1 and On-going</p>	<p>Communication between and among participating educators becomes an on-going part of the professional learning experience.</p>	<p>Documentation of communication and exchange of ideas.</p> <p>Involving 30 teachers while adding others as they progress.</p>	<p>SIU-C</p> <p>Project Staff</p> <p>Webmaster</p> <p>SICCM</p> <p>All members of SLC</p>
<p>Develop and implement on-line computer based training to assist in providing on-time, just-in-time training</p>	<p>Year 1 Develop, Year 2 and On-going Implement and</p>	<p>Basic training dealing with engaged learning is utilized in a just-in-time format to</p>	<p>Documentation of on-line usage. Use by 100 teachers during Year 1, up to 500+ annually both within and without</p>	<p>Classroom Connect</p> <p>NCREL</p>

for educators & staff in tier 1 and some tier 2 settings.	Expand	best serve their needs.	the project area	All members of SLC Project Staff Webmaster
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Objective 3: Provide continuous professional development opportunities to enable and motivate members of the school learning community to acquire the knowledge, skills, and strategies to effectively solve problems, communicate, use technology, work on teams, and make connections within and among learning areas to effectively implement the Illinois Learning Standards.

Approaches:	Timeline	Expected Results	Success Benchmarks	Persons/Partners Involved
Utilize technology as a tool to complete the templates from the Illinois State Board of Education website to correlate local curriculum to the newly adopted Illinois Learning Standards for learning standards. (tier 1)	Years 1 and 2	Local curriculum are correlated with the Illinois Learning Standards in all Areas of Learning	Completed correlation templates. All schools during Years 1 & 2	Project Staff ISBE Consultants All members of SLC
Analyze the completed templates in order to identify gaps between local curriculum and the Illinois Learning Standards for all (tier 1)	Years 1 and 2 (On-going as curriculum changes)	A summary of correlations and gaps between curriculum and learning standards are developed for each school.	Completed summaries and action plans for gaps. All schools during Years 1 and 2	Project Staff ISBE Consultants All members of SLC
Work cooperatively with Illinois State Board of Ed Learning Technology Outreach Division	Year 1	A correlation is developed.	Compiled document. Dissemination of draft/final documents to all	FutureKids Trainers Project Staff

and FutureKids and to correlate essential technology curriculum to Illinois Learning Standards.			documents to all project schools.	ISBE Consultants All members of SLC
Research current models of effective integration of engaged learning and the five applications for learning via onsite and online visits (tier 2).	Years 1 and 2	Summaries of research and/or visits are available for review.	50 on-site or on-line visits during year 1.	Project Staff ISBE Consultants Explorers, Trailblazers, Pioneers
Work with explorer and trailblazer teams to develop and pilot engaged learning lesson plans and/or units, cross-curricular, where appropriate that utilize the five applications for learning to fill identified gaps areas between the Illinois Learning Standards and the local curriculum. (tier 2)	Year 1 and on-going	Local curriculum are revised/developed that are targeted to specific learning/curricular gaps in the Illinois Learning Standards	Developed engaged learning lesson plans. Pilot in 20 classrooms during Year 1	Project Staff ISBE Consultants Explorers, Trailblazers Classroom Connect Webmaster
Utilize peer/tele-mentor teams of explorers and trailblazers to implement engaged learning techniques and the five applications for learning into all fundamental learning areas.	Per schedule at left	Standards are infused throughout the local curricula in participating schools	Documentation of activities, student artifacts. 75 classrooms Year 1 expanding 50-100 additional each year.	Project Staff ISBE Consultants Explorers, Trailblazers All members of SLC

<p>(tier 2)</p> <p>Year 1 – Language Arts and Science</p> <p>Year 2 – Language Arts, Science, and Math</p> <p>Year 3 – Language Arts, Science, Math and Social Science</p> <p>Year 4 – Lang. Arts, Science, Math, Soc. Sci., Fine Arts, & Foreign Lang.</p> <p>Year 5 – Language Arts, Science, Math, Social Science, Fine Arts, Foreign Language and Physical Developme nt & Health.</p>				<p>Apple Computer</p> <p>FurtureKids Trainers</p> <p>NCREL Trainers</p> <p>SIU-C</p>
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<p>Ensure that technology is interwoven into all fundamental learning areas by working cooperatively with our Futurekids and Classroom Connect partners on an international level to develop, pilot and implement innovative curriculum that correlates to the Illinois and National Learning Standards. (tier 3)</p>	<p>On-going</p>	<p>Model and pilot innovative practices</p>	<p>Documentation of developed curriculum</p> <p>Pilot in 20 classrooms during Year 1</p>	<p>Project Staff</p> <p>ISBE Consultants</p> <p>All members of SLC</p> <p>Classroom Connect</p> <p>FutureKids Trainers</p>
<p>Work cooperatively with CTB McGraw-Hill to develop classroom performance assessments that measure the Illinois Learning Standards and mirror the ISAT (Illinois Standards Assessment Test) and train teachers on how to utilize them so that assessment is seamless and ongoing. (tier 3)</p>	<p>Development Years 1 and 2</p> <p>Training Years 1-5</p>	<p>Pilot and model innovative assessment designs and practices.</p>	<p>Develop Assessments/Pilot in 30 classrooms in Years 1, Implement in classrooms 10% (Yr. 2) to 100% (Yr.5)</p>	<p>SIU-C</p> <p>ISBE Consultants</p> <p>Explorers, Trailblazers, Pioneers</p> <p>CTB/McGraw-Hill</p>
<p>Work with consortium partners to setup and maintain an inquiry-based Internet website that hosts these innovative</p>	<p>Implemented Year 1,</p> <p>Revision and expansion – Years 2-5</p>	<p>Posted curriculum instruction, and assessment models are accessed by teachers both within and</p>	<p>Documentation of posted web site and contents.</p> <p>Contributions by</p>	<p>Project Staff</p> <p>ISBE Consultants</p> <p>Explorers</p>

<p>curriculum, instruction and assessment models by fundamental and/or cross-curricular learning areas, and national and Illinois learning standards. (tier 3) Consortium partners, Futurekids, Classroom Connect, NCREL, CTB McGraw-Hill</p> <p>Year 1 – Language Arts and Science</p> <p>Year 2 – Language Arts, Science, and Math</p> <p>Year 3 – Language Arts, Science, Math and Social Science</p> <p>Year 4 – Lang. Arts, Science, Math, Soc. Sci., Fine Arts, &</p>	5	without the consortium.	50% of Tier 3 teachers annually.	<p>CTB/McGraw-Hill</p> <p>Classroom Connect</p> <p>FutureKids Trainers</p> <p>NCREL</p> <p>Webmaster</p>
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Foreign Lang.				
Year 5 – Language Arts, Science, Math, Social Science, Fine Arts, Foreign Language, and Physical Development & Health.				
Develop and implement on-line computer based training to assist in providing on-time, just-in-time training for educators & staff in tier 1 and some tier 2 settings.	Year 1 Develop & Pilot, Year 2 and On-going Implement and Revise	Basic training dealing with implementation of Illinois learning standards is developed in a just-in-time format to best serve their needs.	Documentation of on-line usage of training. Use by 100 teachers during Year 1, up to 500+ annually both within and without the project area	SIU-C ISBE Consultant FutureKids Trainers Classroom Connect All members of SLC Project Staff Webmaster
Goal 2: Work cooperatively with the Illinois State Board of Education to support and enhance the three tiered professional development model in order to impact all school learning communities within the state of Illinois.				
Objective 1: Pilot state-wide initiatives to reinforce and model the importance of professional development within the technology arena.				
Approaches:	Timeline	Expected Results	Success Benchmarks	Persons/Partners Involved
Establish a recognition program which honors outstanding educators in the	Annually	Annual groups of educators are identified.	Selection of 2 to 5 exemplar educators per ROE Region	ISBE Consultants ROE's Local Districts

educators in the fields of Learning and Technologies				
Model both formal and informal methods of professional development including but not limited to “just-in-time” training and support, flexible approaches, and various incentives to reward members of the school learning community on extra time spend on technology activities.	On-going	A variety of training modes are available to educators	Documentation of uses of new approaches. 10% of teachers utilize new approaches.	Local Districts NCREL Project Staff
Model informal teacher learning through on-site and online visiting of other classrooms and mentoring from teachers who have expertise in certain technological and pedagogical approaches.	On-going	On-site visits and mentoring is utilized within the project framework.	Documented on-line and real life visits. Year 1 – 75 teachers Year 2-5 – 100-100 teachers	ProjectStaff Local Districts NCREL
Work with the Illinois State Board of Education webmaster to ensure linkages to all technologically drive models developed within this five year project.	On-going	Project webmaster and ISBE webmaster work together to link among projects.	50% Links of models on both ISBE and project website	ISBE Consultant ISBE Webmaster Webmaster

Budget:

	YEAR 4				YE	
	REQUESTED	SUPPORTED by LEA/Other Sources (match)	TOTAL		REQUESTED	SUPP by LE So (m
A. Direct Costs						
Salaries	\$382,670.00	\$174,537.00	\$557,207.00		\$384,375.00	\$17
Employee Benefits	95,341.00	12,040.00	107,381.00		96,009.00	1:
Employee Travel	34,980.00	1,300.00	36,280.00		34,980.00	.
Equipment (Purchase)	473,500.00	889,104.00	1,362,604.00		457,540.00	88:
Materials & Supplies	97,200.00	21,520.00	118,720.00		97,200.00	2:
Consultants & Contracts	167,646.00	193,392.00	361,038.00		175,543.00	19:
OTHER (Equipment Rental, printing, etc.)	81,356.00	98,515.00	179,871.00		81,356.00	10:
TOTAL DIRECT COSTS	1,332,693.00	1,390,408.00	2,723,101.00		1,327,003.00	1,39:
B. Indirect Costs	25,801.0	3,903.00	29,704.00		27,002.00	4
TOTALS	\$1,358,494.00	\$1,394,311.00	\$2,752,805.00		1,354,005.00	1,39: