

David Dean, Ph.D.

Teacher Leadership Project – Impact Study

*Report describing the impact of the TLP
as reported by TLP Graduates, their
Principals and teaching peers.*

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Table of Contents

Table of Contents	2
Executive Summary	4
Summary of Quantitative Data (Graduate Surveys)	4
Research Question Number 1	4
Research Question Number 2	5
Research Question Number 3	5
Research Question Number 4	5
Summary of Qualitative Data	6
Principal & Peer Survey Question Number 1	6
Principal & Peer Survey Question Number 2	7
Principal & Peer Survey Question Number 3	7
Principal & Peer Survey Question Number 4	8
TLP Graduate Testimonials	8
Comments by TLP Graduates	9
Comments by Principals and Peers of TLP Graduates.....	9
Summary.....	10
TLP Impact Study	11
Introduction	11
Background on the Teacher Leadership Project.....	11
Teacher Data Collection	12
Survey Design	12
Graduate Survey Findings	13
Results	13
Description of Respondents	13
Research Question Number 1	14
Training and Development Activities	14

Classes Taught.....	16
Research Question Number 2	18
Technology Leadership Activities	19
Research Question Number 3	21
Personal Development Activities	21
Research Question Number 4	23
Other Impacts	23
Principal & Peer Survey Results	25
Introduction	25
Principal & Peer Survey Question Number 1	25
<i>"Please identify any changes in the individual's involvement with training and development activities that you believe can be attributed to his/her participation in the TLP." .. 25</i>	
Principal & Peer Survey Question Number 2	26
<i>"Please identify any changes in the individual's involvement with technology leadership activities that you believe can be attributed to his/her participation in the TLP." .. 26</i>	
Principal & Peer Survey Question Number 3	28
<i>"Please identify any changes in the individual's personal or professional development activities that you believe can be attributed to his/her participation in the TLP." .. 28</i>	
Principal & Peer Survey Question Number 4	30
<i>"Please identify any impact to the school district that you believe can be attributed – either wholly or partially – to the influence of TLP graduates in the district." 30</i>	
Summary.....	32
Appendices	33
Appendix A: TLP Impact Survey	34
Appendix B: Principal & Peer Survey	35
Appendix C: Principal & Peer Survey Responses.....	36
Principal & Peer Survey Responses.....	37
Introduction	37
Principal and Peer Survey Comments	37

Executive Summary

This report summarizes a study of the impact graduates of the Teacher Leadership Project (TLP) are having on their schools and communities. The study gathered quantitative data from TLP graduates and solicited open-ended comments from building principals and teaching peers of TLP grads. The study involved graduates from the first three years of the TLP (those who graduated in June 1998, 1999, and 2000).

“Impact” was framed in the context of four impact areas: (1) Training and development activities, (2) Technology leadership activities, (3) Professional development activities, and (4) Other impacts on the TLP graduate, the school or community which can be attributed to TLP grads. A summary of the study follows.

Summary of Quantitative Data (Graduate Surveys)

The majority of TLP graduates who responded to the impact survey were female (73%) and over 40 years of age (63.8%). Most of the respondents teach grades 4 – 8 (90.8%) and have, on average, 15 years of teaching experience. Teachers indicated there were between 6 and 7 graduates in their school district; however, the respondent was typically the only TLP graduate in his/her school building.

Research Question Number 1

*To what extent are TLP graduates engaged in **training and development activities** and to what extent is their level of activity linked to their participation with the TLP?*

Survey data indicate that graduates are active in a majority of the identified training and development activities. In most cases, participants perceive that their participation in the training and development activities is strongly linked to their TLP experiences.

Respondents most uniformly report they are engaged in the following training and development activities:

- Presenting **informal** technology training sessions for teachers in their school (94.4 percent participation)
- Engaging in informal peer mentoring activities (92.4 percent participation)
- Developing instructional materials, which are utilized by other teachers – tip sheets, integrative lesson plans, webquests, etc. (82.1 percent participation)
- Presenting **formal** technology training sessions for teachers in their school (70.3 percent participation)

Each TLP graduate trains, on average, 57 teachers in a typical school year. Courses taught fall into three categories: Microsoft Windows / Office / and other productivity software (49% of all courses taught); Integration / Curriculum topics (38% of whole); and Multimedia topics (13% of whole).

Research Question Number 2

*To what extent are TLP graduates engaged in **technology leadership activities** and to what extent is their level of activity linked to their participation with the TLP?*

Each of the technology leadership activities showed some level of participation by TLP graduates. Scores indicate that a majority of respondents are active in two of the listed technology leadership activities. A strong linkage was indicated between participant's involvement with the TLP and their participation in the listed technology leadership activities.

Teachers most uniformly reported they were engaged in the following technology leadership activities:

- Led or assisted with development of district technology plan (56.9 percent participation)
- Led or assisted with district technology purchases (51.7 percent participation)
- Led or assisted with blending of district curriculum plans and district technology plans (47.5 percent participation)
- Led or assisted with evaluation of hardware and software or recommendation of standards for district hardware and software purchases (46.5 percent participation)

Research Question Number 3

*To what extent are TLP graduates engaged in **personal development activities** and to what extent is their level of activity linked to their participation with the TLP?*

While there was some level of participation by respondents in all of the listed personal development activities, a **majority** of respondents did not indicate their participation in any one of these activities. However, participants did indicate a strong linkage between their involvement with the TLP and their participation in the listed personal development activities.

Teachers most uniformly reported they were engaged in the following personal development activities:

- Applied to participate in additional (post-TLP) grant funded technology training opportunities (46.2 percent participation)
- Received grant-funded training (other than 1st year TLP participation) (28.7 percent participation)
- Pursued formal schooling at university / community college pertaining to integration of technology into the curriculum (27.1 percent participation)
- Served at professional conference (22.5 percent participation)

Research Question Number 4

*To what extent have respondents observed or experienced “**other impacts to the TLP graduate or the school district and community**” following their completion of the TLP and to what extent do they perceive a link between these “**other impacts**” and their participation with the TLP?*

Survey data indicate that graduates agree that these “other impacts” are occurring in their schools and school districts. In most cases, participants perceive that the “other impacts” are strongly linked to the presence of TLP graduates in the district.

A majority of respondents agreed to all six of the “other impact” statements:

- TLP graduates are viewed as role models by building or district administrators due to the graduates’ technology infusion skills (95 percent agreement)
- TLP graduates are noticeably more enthusiastic and energized individuals after their TLP experience (94.9 percent agreement)
- TLP graduates are viewed as role models by many teachers in the building due to the graduates’ technology infusion skills (94.3 percent agreement)
- TLP graduates are viewed as role models by many parents due to the TLP graduates’ technology infusion skills (73.7 percent agreement)
- Parents have become more involved in the classroom and with their student’s learning activities because of the TLP graduates’ effective use of technology and discovery learning activities (60.3 percent agreement)
- The school or district’s scope and sequence has changed due to the impact of TLP participants’ technology infused discovery learning activities and TLP-funded technology rich classrooms (58.1 percent agreement)

Summary of Qualitative Data

Two hundred and seventy one completed principal and peer surveys were returned to the researcher and used in this study. Individual comments, provided by principals and teaching peers appear below. Information in these comments that would identify the graduate or the graduate’s school district has been changed to respect the anonymity promised to respondents by the researcher.

Principal & Peer Survey Question Number 1

*“Please identify any changes in the individual’s involvement with **training and development activities** that you believe can be attributed to his/her participation in the TLP.”*

Responses were clustered into the following themes:

TLP graduates have a significant positive impact on the school and community: For example, “The TLP is a wonderful blessing to small, rural schools. This TLP graduate is a visionary and yet practical, always involved in training in our building, district, and across the state and nation. This TLP graduate is a chief advocate for change and development of our technological resources and skills.”

TLP graduates provide training and other assistance: For example, “As a result of the TLP, Kate has become a confident technology trainer for teachers in our building and our district. She has provided training sessions in the areas of Microsoft Word, PowerPoint, and Excel. She has demonstrated ways to integrate technology into the curriculum and acted as a Master Teacher and mentor for novice technology users.”

TLP graduates are peer mentors: For example, “On a personal basis Janelle has been available always, for me to receive training on programs, which are coming on newer computers I’m receiving through the levy funds. She has done staff inservice demonstrations on School Kit, PowerPoint, and Word and hands-on workshops with the computers in her room (middle school staff of 8 teachers). Had she not shown how simple it was to use PowerPoint (for instance) I might not be using it.”

TLP graduates model the principles of the Teacher Leadership Project: For example, “Sara offered a school-wide inservice for classified and certificated staff, all functioning at various levels of computer competency. She led us through a variety of activities, including those which involved scaffolding techniques to build lesson plans and curricular structures using templates and introduced us to Schoolkit and other invaluable programs. Each of us, with Sara’s leadership and guidance, came away with increased understanding and lesson structures individualized to the specific needs of our own classroom.”

TLP graduates have a significant impact on students and student learning: For example, “Ms. Hall did lots of computer training and development activities with her students. Her 6th grade social studies class did Western Hemisphere MS PowerPoint presentations, while her 7th grade social studies created Eastern Hemisphere PowerPoints, Siberia brochures using MS Publisher, and constructed and read graphs in preparation for the WASL. Her 8th grade social studies did a yearlong research paper written in a magazine format, which used MS Word documents and Internet research. The students also used Word to write reports, which were presented, to the public.”

Principal & Peer Survey Question Number 2

*“Please identify any changes in the individual’s involvement with **technology leadership activities** that you believe can be attributed to his/her participation in the TLP.”*

Responses were clustered into the following themes:

TLP graduates have a leadership role in the school district: For example, “She has been vocal in decisions being made in the district. Because of this training, the district listens to her ideas. She is our school’s technology leader and is also a leader at the district and state level on the use of instructional technology.”

TLP graduates model the principles of the Teacher Leadership Project: For example, “It was Janet who first raised the idea of an in-district version of TLP. She and two other TLP teachers have taken the lead in planning and instructing at our in-district session.”

TLP graduates have a significant impact on students and student learning: For example, “Sara has almost single-handedly developed a core of students whom she has trained as “tech kids,” literate in a variety of computer skills and competencies and able to troubleshoot problems and difficulties which might arise in the computer lab or in the computers in our classrooms. These students have a helpful and problem-solving approach and a sense of pride in what they do. This program is a direct result of Sara’s instruction. In addition, Sara works collaboratively with our computer lab instructor and the other TLP participant in our school, in developing a scope and sequence and Essential Learnings in Technology, both in terms of committee work at the district level and site decisions at our school.”

Principal & Peer Survey Question Number 3

*“Please identify any changes in the individual’s **personal or professional development activities** that you believe can be attributed to his/her participation in the TLP.”*

Responses were clustered into the following themes:

Many TLP graduates pursue additional training due to their TLP experience: For example, “With the leadership role she has evolved into, she is now convinced that she should complete her Masters Degree with a major in administration. She will make an excellent principal!!”

The TLP energizes many of its graduates to continuously renew their skills: For example, “Mr. Flynn continues to grow through reading and participation. His teaching practices will

be even better next year than they were this year—high praise for a state finalist for Teacher of the Year. I’m sorry if I sound like his mom, but this guy is unbelievable!”

TLP graduates model the principles of the Teacher Leadership Project: For example, “I believe as a professional educator, Jim promotes technology through leading by example. His professional involvement in school district activities has shown others that technology can and does work well with our existing curriculum that is required to be taught.”

TLP graduates have a significant impact on students and student learning: For example, “Claudia intentionally looks for appropriate use of technology as she crafts her lessons and units. She leads a Science Team and has incorporated robotics into her program. She was anxious about the PCs her first year but has grown by leaps and bounds over the next 2 years. It takes time to develop skills in using tech—and Claudia keeps growing!”

Principal & Peer Survey Question Number 4

*“Please identify any **impacts to the school district** that you believe can be attributed – either wholly or partially – to the influence of TLP graduates in the district.”*

Responses were clustered into the following themes:

TLP graduates have a significant positive impact on the school and community: For example, “It is hard to say where we’d have been without it. However, I do know we have entered an exciting world, and a great deal of that is due to Rachel. Thank you so much for the opportunity.”

TLP graduates model the principles of the Teacher Leadership Project: For example, “We have had others teachers apply for the TLP. Teachers at our school, along with teachers from other Catholic schools in our city took the course offered this past year on technology integration in math and science. Her expertise is recognized in the classroom and as part of the technology committee. Debbie has been a very positive influence for technology.”

TLP graduates have a significant impact on students and student learning: For example, “WOW! For the kids it has been a HUGE impact. They are creating projects, researching, and gaining computer skills that enhance their learning. As each school has sent people to TLP, parent groups and other staff members have seen the benefits of TLP and are seeking out training in their buildings. This is a GREAT program!”

Parental and Community impressions of the school district is enhanced due to TLP graduates: For example, “Many parents have expressed a concern about the minimal use of technology in our district. Because of the teachers who have participate in this project, the administration has seen a HUGE number of teacher request from parents who wish their children to be in one of the “classrooms with all the computers in them” as a result, the district is increasing budgets to provide more computers and software for all the buildings – something we have had little support for in the past.”

TLP Graduate Testimonials

TLP Graduates were given an opportunity to provide additional comments about their TLP experiences if they so wished (via email sent to the researcher). A small number of graduates sent personal comments. After seeking and receiving their approval to be quoted in this report, letters from two TLP graduates appear below:

Comments by TLP Graduates

Graduate Elli Gildnes – TLP Impacting students in Paris and Budapest

“Dear Dr. Dean,

I received your follow up study and have completed my copy to return to you today.

I feel that I should also let you know that I am no longer working in the district in which I received the TLP grant. I currently am teaching English and computers in Paris, France. I am certain that my being able to manage a lab at this time is a result of my involvement with TLP. I am grateful for the professional advancement, which I believe, has been made possible in part by work with TLP.

Recently, I presented information at a conference in Budapest on integrating technology across the curriculum. At 28 years old and a fairly new teacher, I feel that my involvement with the TLP has made me more marketable, more knowledgeable and thus enabled me to enhance my regular English lessons as well as work on IT committees in my new school, etc.

I hope this helps. I will still ask a colleague to fill out one of the peer surveys.

Best of luck in your research,

Elli Gildnes

American School of Paris

(Formerly of West View School in Burlington, WA)”

Graduate Nancy Shimeall – TLP Changed Her Career and Life

“Hello Dr. Dean:

In the TLP follow-up survey, you suggested that additional comments could be sent to you via email. I have a few comments about the TLP and Gates Foundation that I'd really like to express, and perhaps this is the appropriate time. At the risk of sounding sappy, here are my comments.

I was in the second-year round of grantees, and I had no idea at the time how it would affect me. I truly believe the training, support, and technology has changed my career and my life, and has changed the lives of every student that comes through my classroom. I have become a different teacher and a different person as a result. My TLP experience also led us to apply for and receive the Gates Foundation school grant, and I know the lives of every student and adult in our school will be changed. I wish the Foundation knew how much it has affected so many lives. I feel so fortunate, and am so grateful.

Thanks for letting me share these thoughts!

Nancy Shimeall, 7th grade

Lucille Umbarger K-8 Elementary

Burlington, WA”

Comments by Principals and Peers of TLP Graduates

“Wendy’s Story” as told by a building Principal or teaching peer:

Prior to Wendy’s participation in the Bill & Melinda Gates Foundation Teacher Leadership Project, she had total disdain for the world of Internet and anyone who spent time on it. She even seemed somewhat proud of being a “computer dummy.” After her initial summer, Wendy was not only proud of her turnaround, but shared her knowledge by way of a presentation to all the teachers. She was totally converted to being a teacher who uses technology in as many subjects as possible.

Wendy shares all her knowledge with teaching staff. She uses the technology to make her beginning of the year presentation to parents. She teaches students to make good use of Internet as a learning tool. All reports done by students are now expected to be presented through use of technology.

Wendy takes a pride in her knowledge of technology and a sharing of that knowledge. She exhibits a full commitment to the bargain she made of teaching through technology for three years. In fact, Wendy served a year beyond retirement to fulfill that promise. She had a total dedication to participation in the TLP workshops—she always brought back new ideas and an excitement about the use of technology.

Wendy's participation encouraged other schools in our private sector to apply. Within the school, Wendy was a touchstone for a renewed "can do" in the area of technology among the other staff. Our school had struggled with the cost of computers. Parents were supportive, but Wendy's sharing and evident "turnaround" and use of what she'd learned put a totally new lifeline into our technology program.

"Betsy's Story" as told by a building Principal or teaching peer:

The Teacher Leadership Project involves a major commitment on the part of any teacher who participates in it. As such, any individual's involvement with this project is going to change that person's involvement with training and development activities. Betsy has spent many hours involved with training activities through the formal aspects of this program, but has also spent many hours of her own personal time to extend those development activities. She has been friend and mentor to many staff members within our building in helping them to utilize technology to enhance their curricular area and their teaching skills.

Betsy has always been seen as a leader in our building, but the TLP project has extended her technology leadership activities within our building, as well as beyond our building. Staff members in our building feel very comfortable in contacting Betsy for advice on how to implement a project utilizing technology and computers and respect her skills in integrating technology into her curriculum area.

Betsy's teaching style has made major shifts since she has been involved with the TLP project. She has truly integrated technology and computer skills into her day-to-day teaching routine, and most units now have a technology component integrated within them. Now that she has had daily access to technology, along with training on how to integrate that technology into her curriculum, she has stated that it would be impossible for her to return to her old teaching methodology.

Betsy's classroom is an exemplary model. Her participation in this project has helped move our district closer to an integrated technology model. She has been a strong advocate within our building and throughout her district contacts to encourage more staff members to participate in future TLP projects.

Summary

Both quantitative data, collected from TLP graduates, and qualitative data, collected from principals and teaching peers, indicate that TLP graduates are having a dramatic positive impact on their teaching peers, their schools and school districts, students, parents, and other members of the community.

Graduates are engaged in a variety of activities in the areas of training and development and technology leadership. They continue to enhance their professional credentials via schooling and other professional development activities. Administrators, teachers, and parents perceive TLP grads to be technology leaders. Graduates are more enthusiastic in their teaching. They contribute greatly to the technology integration efforts in their schools and school districts.

TLP Impact Study

Introduction

This report describes results from a study designed to discover the impact Teacher Leadership Program (TLP) graduates are having on their schools and school districts. This study solicited the input of the 407 teachers who graduated from the TLP between June 1998 and June 2000. Current first year TLP participants (2001 year graduates) were excluded from this study.

Included in this report are: (1) a short background explanation of the Teacher Leadership Project, including its goals and methodologies; (2) results from quantitative analysis of 407 completed graduate impact surveys; (3) a summary of the comments provided in the 271 principal and peer (open-ended) surveys; and Appendices including: (A) a copy of the TLP Graduate Impact Survey, (B) a copy of the TLP Principal & Peer Survey, and (C) responses to the Principal & Peer Survey.

Background on the Teacher Leadership Project

In the summer of 1997, 27 teachers from public and private schools, in Washington State, came together to determine how best to use technology in their classrooms. They developed a vision, mission and a staged model for implementation of technology as a learning tool across the curriculum. The model emphasized the relevancy of computing in the context of elementary education. It encouraged teachers to capitalize on integrative strategies. It encouraged teachers to plan, manage and reinforce computer activities as they would their other lesson plans and materials. It utilized a “teachers teaching teachers” development model.

In the fall of 1997, these teachers began to test their plan. The addition of new computers to participants’ classrooms brought the student-computer ratio down to 4:1; each received a printer and a presentation device; and they began to infuse technology into their lessons. Not only were these teachers learning about using technology, they also had the equipment to begin testing the strategies for learning with their students.

Findings of a study by Dean (2000) indicate that a new environment emerged in the classrooms of TLP participants. Teachers reported that students often became teachers, and teachers learners. Students were engaged, curious and interested in active inquiry. They began collaborating with each other and serving as peer mentors. Teachers adopted a mentoring, collaborating style of interacting. And through regular meetings and workshops, teachers had the opportunity to share and learn from their peers’ new strategies.

The focus of the TLP training model is on helping teachers learn how to adopt a mentoring, collaborative teaching style. Training emphasizes use of discovery learning lessons with the appropriate use of technology as a tool to improve student achievement. Sixty of seventy hours of training focus on: discovery learning, technology infusion, and teacher collaboration. About 10 hours of traditional computer application training is provided.

As of June 2000, this program, the Teacher Leadership Project, had concluded its third year and had reached more than 400 teachers. These graduates are the population included in this study. The Teacher Leadership Project – Impact Study was designed to learn about some of the “ripple effects” associated with participation and then graduation from the TLP. Are TLP graduates sharing their technology integration skills and techniques with other teachers in their school and district? What leadership roles have TLP grads assumed in the district? How has participation in the TLP impacted graduates’ desire to pursue additional schooling or certification training? Are there broader district-wide impacts that have materialized due to the influence or activities of TLP graduates?

Teacher Data Collection

Research participants in this study were teachers (mostly grades 4-8) who had attended and graduated from the Teacher Leadership Project (TLP). Participants came from public and private schools (K-20) located across the State of Washington.

Survey Design

Survey design took place during January and February 2001. The eight TLP Regional Coordinators who worked with the first three years of TLP participants (graduation years 1998 - 2000) were contacted via phone and interviewed. Regional Coordinators were asked to identify ways that TLP teacher participants were impacting their schools. Regional Coordinators’ input fell into four impact areas: (1) training and development activities, (2) leadership activities, (3) personal development activities, and (4) other impacts to the participant or the school district and community.

A “Graduate Impact Survey” was designed based on the Regional Coordinator interviews. The survey instrument included 41 questions in total. Some of the questions had several dimensions – resulting in 92 factors being collected. Eleven questions pertained to training and development activities, 10 questions measured graduates’ leadership activities, 7 factors asked about the participants’ personal development activities, and 6 factors gathered data about other impacts from the TLP (see Appendix A). Three scales were used to measure training and development, leadership, and personal development activities. Two scales were used to measure other impacts. In addition to these questions, five demographic questions were asked regarding (1) the year in which the participant graduated from the TLP, (2) the number of years of teaching experience, (3) participant age group, (4) participant gender, and (5) grade level taught. Additional questions asked participants to identify (1) how many TLP graduates worked in his/her building, (2) how many TLP graduates worked in his/her school district, (3) an estimate of the number of individuals who have attended formal or informal training provided by the graduate, and (4) participants were asked to list the topics they most frequently teach when presenting training sessions for other teachers.

Participants were provided with one copy of the impact survey and provided three copies of an open-ended “TLP Principal & Peer Survey.” Graduates were instructed to complete and return the impact survey and they were asked to distribute copies of the principal and peer survey to their building principal and two teaching peers – selecting individuals who could provide informed comments regarding the impact of the TLP on the graduate.

Four hundred and seven surveys packets were prepared and mailed in early April of 2001. A total of 1221 principal and peer surveys were distributed. Participants were asked to complete the impact survey and return it to the researcher by April 30, 2001. One hundred and forty five completed graduate impact surveys were returned to the researcher and used in this study. Two hundred and seventy one completed principal and peer surveys were returned to the researcher and used in this study.

Graduate Survey Findings

Results

This section of the report provides findings from graduate impact surveys. Results are presented so that the first research question is asked, answered and discussed then the next research question is asked answered and discussed, etc., until all four research questions have been answered.

Data collection took place throughout the state of Washington between April 3, 2001 and April 30, 2001 – the last day survey responses would be accepted for inclusion in this study. Four hundred and seven TLP graduate surveys were distributed. Analysis of findings in this portion of the report is based on 145 completed graduate impact surveys.

Description of Respondents

Demographic characteristics of participant responses indicated that the majority were female (73%) and over 40 years of age (63.8%) with an equal number of participants in the 41-50 age group (31.9%) and the “over 50 years” age group (31.9%). The vast majority of respondents teach in grade levels 4-8 (90.8%) with 37.6% teaching grades 4-5 and 52.2% teaching grades 6-8. The “typical” respondent had 15 years of teaching experience.

Table. Number of TLP Graduates in Respondents' School Buildings and School Districts

Number of TLP Graduates	In Respondent's School Building (%)	In Respondent's School District (%)
1	61.6	22.4
2	26.1	16
3	5.8	8
4	3.6	11.2
5	2.9	3.2
6 - 10	N/A	21.6
11 - 60	N/A	17.6

The table above shows the number of TLP graduates in respondents' school buildings and school districts. On average there were between six and seven TLP graduates in the school **districts** of each respondent. Some respondents indicated a large number of TLP graduates worked in their school district – the largest being 60 TLP graduates. Although respondents reported additional TLP graduates in their school districts, the majority of respondents (61.6%) indicated they were the only TLP graduate in their school **building**.

Research Question Number 1

To what extent are TLP graduates engaged in **training and development activities** and to what extent is their level of activity linked to their participation with the TLP?

Survey data indicate that graduates are active in a majority of the identified training and development activities. In most cases, participants perceive that their participation in these training and development activities is strongly linked to their TLP experiences.

Table. Training and Development Activities of TLP Graduates.

Description	% Engaged In Activity	% Up to 24 Times*	% Reporting Linkage to TLP
Presented formal technology training sessions for teachers in their school.	70.3	95.7	95.5
Presented formal technology training sessions for teachers in other schools in their district.	40.7	89.3	81.8
Presented informal technology training sessions for teachers in their school.	94.4	75.9	98.5
Presented informal technology training sessions for teachers in other schools in their district.	30.8	87.2	72.3
Presented at a conference / user group mtg / other venue.	48.6	100	88.9
Acted as Master Teacher via grant or corporate funded program (e.g., Gates, Intel, Milken).	18.6	91.3	66.7
Developed instructional materials, which are utilized by other teachers (tip sheets, integrative lesson plans, webquests, etc.).	82.1	86	97.6
Engaged in informal peer mentoring activities.	92.4	68.2	96.2
Engaged in peer mentoring activities formally recognized by the school or district.	29.9	82.4	71.9

* Percent of respondents listing frequency of this item as greater than zero and less than 25 occurrences.

A discussion of TLP graduates' responses to training and development activities questions follows.

Training and Development Activities

Respondents most uniformly report they are engaged in the following training and development activities:

- *Presenting **informal** technology training sessions for teachers in their school (94.4 percent participation)*
- *Engaging in informal peer mentoring activities (92.4 percent participation)*
- *Developing instructional materials, which are utilized by other teachers – tip sheets, integrative lesson plans, webquests, etc. (82.1 percent participation)*
- *Presenting **formal** technology training sessions for teachers in their school (70.3 percent participation)*

A lower percentage of respondents reported their participation in the following training and development activities:

- *Presenting **formal** technology training sessions for teachers in other schools in their district (40.7 percent participation)*
- *Presenting **informal** technology training sessions for teachers in other schools in their district (30.8 percent participation)*
- *Engaging in peer mentoring activities formally recognized by the school or district (29.9 percent participation)*
- *Acting as Master Teacher via grant or corporate funded program (e.g., Gates, Intel, Milken) (18.6 percent participation).*

Linkage to TLP

The table below lists training and development activities identified on the impact survey. The percent of respondents who engage in these activities is displayed. A column is provided which shows respondents' perception of the linkage between their TLP participation and their participation in the listed activities.

Table. Training and Development Activities of TLP Graduates.

Description	% Engaged In Activity	Linkage to TLP (%)			
		Not Related	A little Related	Somewhat Related	Strongly Related
Presented formal technology training sessions for teachers in their school.	70.3	4.5	5.4	205.	69.6
Presented formal technology training sessions for teachers in other schools in their district.	40.7	18.2	13.0	10.4	58.4
Presented informal technology training sessions for teachers in their school.	94.4	1.5	4.4	19.9	74.3
Presented informal technology training sessions for teachers in other schools in their district.	30.8	27.7	6.2	18.5	47.7
Presented at a conference / user group mtg / other venue.	48.6	11.1	7.4	21.0	60.5
Acted as Master Teacher via grant/corporate-funded program.	18.6	33.3	2.2	11.1	53.5
Developed instructional materials utilized by other teachers.	82.1	2.4	4.9	26.8	65.9
Engaged in informal peer mentoring activities.	92.4	3.8	8.3	28.8	59.1
Engaged in peer mentoring activities formally recognized by the school or district.	29.9	28.1	7.0	26.3	38.6

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TLP graduates as trainers

Graduates were asked to estimate the number of individuals who have attended formal or informal training sessions for which the graduate either taught or assisted in teaching between August 2000 through to the date they completed this survey (prior to April 30, 2001).

The table below shows how an estimate was calculated to determine the total number of individuals who have attended a training session where a TLP graduate either taught the course or assisted in teaching the course. Data is based on estimates provided by the TLP graduates for the time period of August 2000 through April 30, 2001.

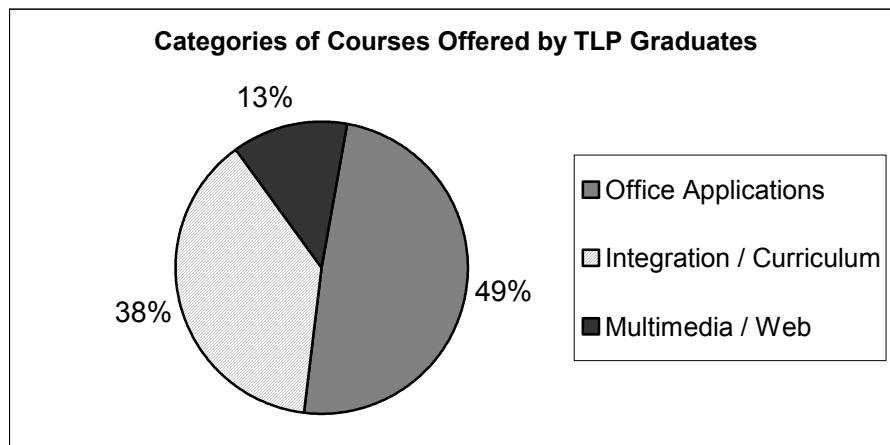
Table. Number of Individuals Attending TLP Graduate-Sponsored Training – August 2000 through April 2001.

Description	% Of Respondents (count)	Calculation of extended number of attendees
0 – 20 attendees	40.4% (n=55)	20 * 55 = 1100
21 – 50 attendees	33.8% (n=46)	50 * 46 = 2300
51 – 100 attendees	14% (n=19)	100 * 19 = 1900
More than 100 attendees	11% (n=15)	200 * 15 = 3000
		TOTAL: 8300

The table shows that the 145 TLP graduates who responded to the impact survey report having 8300 attendees in training sessions, which were instructed or facilitated by the graduates. Note that this number is a high estimate based on graduate's input and may represent the same individuals attending multiple training sessions. Based on this data, one can estimate that each TLP graduate trains, on average, approximately 57 teachers in a typical school year.

Classes Taught

Participants were asked to list the *technology use* or *technology infusion* course topics they presented most frequently in their training sessions. The chart below shows the frequency that graduates listed certain course topics as one they specialize in presenting.



The list below summarizes the course topics listed by graduates. Courses are grouped based on subject. The number to the right of each subject indicates how many graduates said they teach or facilitate training in that subject matter.

- **Office Applications (and other productivity software)**
Including: Windows, Office Suite, Excel, Publisher, Databases, MS Works, Gradebook software, Internet, Email, Online chatting.
- **Technology Integration and Curriculum Topics**
 - INTEGRATION TOPICS: Integrations in curriculum; SchoolKit; Application software in the classroom; Tech as a tool in teaching the curriculum; Computer management in the classroom; Literacy methods course; Use of course-specific websites; Brainstorming using technology.
 - RESEARCH TOPICS: Encarta; NCS Mentor; Bookshelf; Website research; Research Skills; Uses of search tools in the curriculum; MCTN Tutorials; Type to learn; NCMS Software.
 - CURRICULUM TOPICS: Social Studies and Language Arts, Civil war, Web quests, Marco Polo, US states, Social studies methods course; Accelerated reader; Math methods course, Accelerated math; Integration into math and science.
 - CURRICULUM DESIGN TOPICS: Various frameworks; Inspiration; Electronic portfolios; Classroom management; Rubric design; Scaffolding; Lesson planning; Curriculum design; Project based learning; Problem based learning; Contextual teaching and learning course; Issaquah tech project - based on TLP; Gates regional meetings; TLP trainings; Gates TLP follow up.
 - CLASSROOM TECH USE: Basic troubleshooting – hardware & software; Using the network; Copyright issues; Use of course management software such as Blackboard; and Construction of self-paced graphic projects.
- **Graphic and Multimedia Topics**
Including: Web Design; Publisher; Photoshop; PhotoDraw; use of flatbed scanners; Use of digital camera, video cameras, video conferencing, computer projectors and creation of video projects)

Research Question Number 2

To what extent are TLP graduates engaged in **technology leadership activities** and to what extent is their level of activity linked to their participation with the TLP?

Each of the technology leadership activities showed some level of participation by TLP graduates. However, the data indicate that a majority of respondents are active in two of the listed technology leadership activities. A strong linkage was indicated between participant's involvement with the TLP and their participation in the listed technology leadership activities.

Table. Leadership Activities of TLP Graduates.

Description	% Engaged In Activity	% Up to 24 Times (occurrences)*	% Reporting Linkage to TLP
Led or assisted with development of district technology plan.	56.9	78.1	85.4
Led or assisted with district technology purchases.	51.7	87.9	87.1
Lead or assisted with evaluation of hardware and software or recommendation of standards for district hardware and software purchases.	46.5	83.7	89.5
Led building / district technology implementation projects (coordination of district or multi-district grant implementation plans, etc.)	36.8	89.5	79.4
Led building / district technology grant writing effort(s).	38.9	95.6	82.1
Submitted technology-related article(s) for publication – either opinion pieces or technical pieces (i.e., for local press or local / national association)	3.5	100	34.6
Managed building / district computer lab(s).	25.2	N/A	67.9
Managed building / district computer technical support.	24.5	N/A	67.3
Led or assisted with blending of district curriculum plans and district technology plans.	47.5	N/A	84.6
Led or assisted with technology infusion / educational reform efforts at a state government or national venue (i.e., work with OSPI or Dept. of Education)	5.6	N/A	41.4

* Percent of respondents listing frequency of this item as greater than zero and less than 25 occurrences.

A discussion of graduates' responses to technology leadership activities questions follows.

Technology Leadership Activities

Teachers most uniformly reported they were engaged in the following technology leadership activities:

- *Led or assisted with development of district technology plan (56.9 percent participation)*
- *Led or assisted with district technology purchases (51.7 percent participation)*
- *Led or assisted with blending of district curriculum plans and district technology plans (47.5 percent participation)*
- *Led or assisted with evaluation of hardware and software or recommendation of standards for district hardware and software purchases (46.5 percent participation)*

A lower percentage of respondents reported their participation in the following technology leadership activities:

- *Led building / district technology **grant writing** effort(s) (38.9 percent participation)*
- *Led building / district technology **implementation** projects – coordination of district or multi-district grant implementation plans, etc. (36.8 percent participation)*
- *Managed building or district computer lab(s) (25.2 percent participation)*
- *Managed building or district computer technical support (24.5 percent participation)*
- *Led or assisted with technology infusion / educational reform efforts at a state government or national venue (i.e., work with OSPI or Dept. of Education) (5.6 percent participation)*
- *Submitted technology-related article(s) for publication – either opinion pieces or technical pieces (i.e., for local press or local / national association) (3.5 percent participation).*

Linkage to TLP

The table below lists technology leadership activities identified on the TLP impact survey and displays the percent of respondents who engage in these activities. A column is provided which shows respondents' perception of the linkage between their TLP participation and their participation in the listed activities.

Table. Technology Leadership Activities of TLP Graduates.

Description	% Engaged In Activity	Linkage to TLP (%)			
		Not Related	A little Related	Somewhat Related	Strongly Related
Led or assisted with development of district technology plan.	56.9	14.6	9.4	43.8	32.3
Led or assisted with district technology purchases.	51.7	12.9	11.8	38.8	36.5
Led or assisted with evaluation of hardware and software or recommendation of standards for district hardware and software purchases.	46.5	10.5	14.5	38.2	36.8
Led building / district technology implementation projects (coordination of district or multi-district grant implementation plans, etc.)	36.8	20.6	7.4	27.9	44.1
Led building / district technology grant writing effort(s).	38.9	17.9	4.5	28.4	49.3
Submitted technology-related article(s) for publication – either opinion pieces or technical pieces (i.e., for local press or local / national association)	3.5	65.4	7.7	15.4	11.5
Managed building / district computer lab(s).	25.2	32.1	10.7	37.5	19.6
Managed building / district computer technical support.	24.5	32.7	8.2	34.7	24.5
Led or assisted with blending of district curriculum plans and district technology plans.	47.5	15.4	7.7	37.2	39.7
Led or assisted with technology infusion / educational reform efforts at a state government or national venue (i.e., work with OSPI or Dept. of Education)	5.6	58.6	10.3	10.3	20.7

Research Question Number 3

To what extent are TLP graduates engaged in **personal development activities** and to what extent is their level of activity linked to their participation with the TLP?

There was some level of participation by respondents in all of the listed personal development activities, a majority of respondents, however, were not engaged in any one of these activities. Participants indicated a strong linkage between their involvement with the TLP and their participation in the listed personal development activities.

Table. Personal Development Activities of TLP Graduates.

Description	% Engaged In Activity	% Up to 24 Times (occurrences)*	% Reporting Linkage to TLP
Applied to participate in additional (post-TLP) grant funded tech. training.	46.2	94.5	86.7
Received grant-funded training (other than 1 st year TLP participation).	28.7	100	75.4
Served at professional conference.	22.5	95.5	68.1
Pursued professional certification (i.e., Microsoft MSCE, Cisco, Novell).	2.8	50	31.8
Pursued formal schooling at university / community college pertaining to integration of technology into the curriculum.	27.1	N/A	73.9
Changed career from teacher to building or district technology coordinator.	8.3	N/A	41.7
Left teaching and the school district to pursue other career opportunities which capitalize on your technology-integration skills.	3.5	N/A	36.4

* Percent of respondents listing frequency of this item as greater than zero and less than 25 occurrences.

A discussion of graduates' responses to personal development activities questions follows.

Personal Development Activities

Teachers most uniformly reported they were engaged in the following personal development activities:

- *Applied to participate in additional (post-TLP) grant funded technology training opportunities (46.2 percent participation)*
- *Received grant-funded training (other than 1st year TLP participation) (28.7 percent participation)*
- *Pursued formal schooling at university / community college pertaining to integration of technology into the curriculum (27.1 percent participation)*
- *Served at professional conference (22.5 percent participation)*

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A lower percentage of respondents reported their participation in the following personal development activities:

- *Changed career from teacher to building or district technology coordinator (8.3 percent participation)*
- *Left teaching and the school district to pursue other career opportunities which capitalize on your technology-integration skills (3.5 percent participation)*
- *Pursued professional certification (i.e., Microsoft MCSE, Cisco, Novell) (Presenting 2.8 percent participation)*

Linkage to TLP

The table below lists technology leadership activities identified on the TLP impact survey and displays the percent of respondents who engage in these activities. A column is provided which shows respondents' perception of the linkage between their TLP participation and their participation in the listed activities.

Table. Technology Leadership Activities of TLP Graduates.

Description	% Engaged In Activity	Linkage to TLP (%)			
		Not Related	A little Related	Somewhat Related	Strongly Related
Applied to participate in additional (post-TLP) grant funded tech. training.	46.2	13.3	8.0	18.7	60.0
Received grant-funded training (other than 1 st year TLP participation).	28.7	24.6	14.0	29.8	31.6
Served at professional conference.	22.5	31.9	14.9	21.3	31.9
Pursued professional certification (i.e., Microsoft MSCE, Cisco, Novell).	2.8	68.2	18.2	9.1	4.5
Pursued formal schooling at university / community college pertaining to integration of technology into the curriculum.	27.1	26.1	13.0	17.4	43.5
Changed career from teacher to building or district technology coordinator.	8.3	58.3	8.3	12.5	20.8
Left teaching and the school district to pursue other career opportunities which capitalize on your technology-integration skills.	3.5	63.6	13.6	9.1	13.6

Research Question Number 4

To what extent have respondents observed or experienced “**other impacts to the TLP graduate or the school district and community**” following their completion of the TLP and to what extent do they perceive a link between these “**other impacts**” and their participation with the TLP?

Survey data indicate that graduates agree that these “other impacts” are occurring in their schools and school districts. In most cases, participants perceive that the “other impacts” are strongly linked to the presence of TLP graduates in the district.

Table. Other Impacts of TLP Graduates.

Description	% Agreement with Statement	% Reporting Linkage to TLP
TLP graduates are viewed as role models by building or district administrators due to the graduates' technology infusion skills.	95	99.2
TLP graduates are viewed as role models by many teachers in the building due to the graduates' technology infusion skills.	94.3	98.4
TLP graduates are viewed as role models by many parents due to the TLP graduates' technology infusion skills.	73.7	94.3
Parents have become more involved in the classroom and with their student's learning activities because of the TLP graduates' effective use of technology and discovery learning activities.	60.3	87.6
TLP graduates are noticeably more enthusiastic and energized individuals after their TLP experience.	94.9	99.2
The school or district's scope and sequence has changed due to the impact of TLP participants' technology infused discovery learning activities and TLP-funded technology rich classrooms.	58.1	86.3

A discussion of TLP graduates' responses to these “other impact” questions follows.

Other Impacts

A majority of respondents agreed to all six of the “other impact” statements:

- *TLP graduates are viewed as role models by building or district administrators due to the graduates' technology infusion skills (95 percent agreement)*
- *TLP graduates are noticeably more enthusiastic and energized individuals after their TLP experience (94.9 percent agreement)*
- *TLP graduates are viewed as role models by many teachers in the building due to the graduates' technology infusion skills (94.3 percent agreement)*
- *TLP graduates are viewed as role models by many parents due to the TLP graduates' technology infusion skills (73.7 percent agreement)*

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- *Parents have become more involved in the classroom and with their student's learning activities because of the TLP graduates' effective use of technology and discovery learning activities (60.3 percent agreement)*
- *The school or district's scope and sequence has changed due to the impact of TLP participants' technology infused discovery learning activities and TLP-funded technology rich classrooms (58.1 percent agreement)*

Linkage to TLP

The table below lists "other impact" statements, which appeared on the impact survey. The percent of respondents who engage in these activities is displayed. A column is provided which shows respondent's perception of the linkage between their TLP participation and their participation in the listed activities.

Table. Training and Development Activities of TLP Graduates.

Description	% Agreement with Statement	Linkage to TLP (%)			
		Not Related	A little Related	Somewhat Related	Strongly Related
TLP graduates are viewed as role models by building or district administrators due to the graduates' technology infusion skills.	95	.8	4.7	19.4	75.2
TLP graduates are viewed as role models by many teachers in the building due to the graduates' technology infusion skills.	94.3	1.6	3.1	21.3	74
TLP graduates are viewed as role models by many parents due to the TLP graduates' technology infusion skills.	73.7	5.7	8.1	35.8	50.4
Parents have become more involved in the classroom and with their student's learning activities because of the TLP graduates' effective use of technology and discovery learning activities.	60.3	12.4	18.2	36.4	33.1
TLP graduates are noticeably more enthusiastic and energized individuals after their TLP experience.	94.9	.8	4.8	16.1	78.2
The school or district's scope and sequence has changed due to the impact of TLP participants' technology infused discovery learning activities and TLP-funded technology rich classrooms.	58.1	13.7	17.1	30.8	38.5

Principal & Peer Survey Results

Introduction

Participants were provided with three copies of an open-ended “TLP Principal & Peer Survey” and were asked distribute copies of this survey to their building principal and two teaching peers. They were asked to select individuals, to complete this survey, who could provide informed comments regarding the impact of the TLP on the graduate.

A total of 1221 principal and peer surveys were distributed. Two hundred and seventy one completed principal and peer surveys were returned to the researcher and used in this study. A synthesis of the open-ended comments appears below. Information in these comments that would identify the graduate or the graduate’s school district has been changed to respect the anonymity promised to respondees by the researcher. Full transcripts of all comments provided via the principal and peer surveys appear in the Appendix.

Principal & Peer Survey Question Number 1

*“Please identify any changes in the individual’s involvement with **training and development activities** that you believe can be attributed to his/her participation in the TLP.”*

General impact statements:

Wow! How about changes to our whole school? Our two Gates teachers have caused such a chain reaction that everyone is involved with technology...assembly preparations with PowerPoint are fabulous! Our professional development classes are taught by staff sharing with other staff—our Gates teachers really shine here!

Faculty Training and Assistance:

Connie has given teacher inservices in Microsoft Office programs such as PowerPoint and Word and has given presentations about School Kit at staff meetings. She distributes “tip sheets” about programs we use and writes letters and articles to our staff about how we might use technology creatively.

Nancy has used her newly attained skills to do inservices for our faculty. She assists other staff members review software and set up hardware. She assists in software ordering and organization of what we have in the building.

Sara has always been a highly respected educator in our school district, serving in a variety of curriculum leadership positions and teaching assignments. She has been a valued and trusted colleague. However, her participation in the TLP through the Gates Foundation has really served to develop, enhance, and supplement the use of computers, specifically, and

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technology in general, at all levels within our school and with all teachers and students, regardless of his/her level of expertise.

Technology Committee Participation:

Since his participation in the TLP, Jim has been an active member of our school's Technology Committee. The committee works with staff training and the development and implementation of technology activities and lessons. I feel the TLP has helped Jim to be an influential member.

Modeling of TLP Within the School / District:

Robert has taken a huge leadership role in relation to helping others to rethink their use of computers in a classroom. He has encouraged our recent TLP applicant and has committed his time and energy to help others establish teaching stations/TLP style learning in my room as well. Because of his work, we hope to have one TLP room per grade level at our school by next year. We hope to have our official TLP applicant approved to help us to that end.

Tami Smith has designed and implemented a staff development model within our building that is a replica of the Gates training. She mapped out a 10-week course of study integrating instructional technology with the EALRs as the backbone of the program. Tami used "Understanding by Design" as the framework for this weekly instruction. When asked by our superintendent "What would it take...?", Tami clearly articulated staff needs based on her experience as a TLP trainer. This pilot was funded and is currently under review as the prototype for our school district. Additionally, Tami offers frequent staff overviews of Internet resources that her students have found particularly beneficial as they focus on their learning.

Debbie has been actively involved in training other teachers about technology and integration into the curriculum. She offered a course for college credit to teachers in integrating technology into the math and science curriculum. She has also had teachers observe her classroom and modeled integration of technology to them. She is active on the school technology committee.

Impact on Students:

Rachel has become the "techie" in our school. Not only does she use the computer, digital camera, projector, and all else in her classes daily, she has taught others, inserviced, and her students have hosted some stunning assemblies.

Debbie has been actively offering classes to our staff (building and district) during in-service days and when interest arises. Debbie has been a positive influence on our classroom teachers in language arts to design computer-integrated curriculum. The grade seven blocks have extensively used technology in Science, Language Arts and Social Studies.

Principal & Peer Survey Question Number 2

*"Please identify any changes in the individual's involvement with **technology leadership activities** that you believe can be attributed to his/her participation in the TLP."*

Leadership at School District / Technology Committee Level:

District committee involvement. Staff leader in tech purchases and vision. CONFIDENCE to share and assist others as well as independently problem-solving tech issues for self and building.

Jim has led many discussions at our monthly tech meetings and has volunteered his own time to help other teachers in our building who need help in areas of technology.

Active involvement on technology committee and working with teachers on technology curriculum. She has encouraged teachers to participate in the TLP program and helped them with the application process. She has also made presentations to parents and school board on the value of technology.

Kate has been a very important member of our technology committee. She has come to our meetings with new insights into current trends and technological advancements. Her input has allowed us to develop a technology plan that is visionary and drives our technology purchases.

She has spent her own time meeting with the district's curriculum director in working with the district's technology plan and establishing curriculum needed for the district.

Tami co-chairs our building-level Technology Team and is serving as one of our building Technology Facilitators. Her skills as a consensus builder has kept our team on track with the task of making building-wide decisions that prioritize and promote the use of technology as a learning tool for both students and staff. Her knowledge of how teachers successfully structure project-based learning experiences for students serves as a guide for planning units of instruction and lessons. She assists staff with technical troubleshooting, networks with our district-level Technology Services Department, and provides curriculum demonstrations to parents, staff, and community members.

Modeling of TLP Within the School / District:

Scott has been a lead instructor this year with TLP and has also been instrumental in training our staff as a building recipient of a Gates Grant.

Building Technology Team member. District technology retreat participant. District level presentation of student tech projects ("Webquests").

Robert applies for grants and works for our school to promote the use of computers in every classroom, not just by teachers, but also by students. He is a dedicated leader in the technology area and works with individual teachers to put curriculum in place that enables students to work more with computers in a variety of ways.

Mr. Haroldson leads our tech committee for school-centered decision-making. He participates in the development of staff and student curriculum. He is called upon for leadership at the district level.

Impact on Students:

Students have had online pen pals. Upper grade students have peer tutored lower grade students in online research. Students prepared PowerPoint presentations for open house.

Connie already uses technologies that our school envisions in all classrooms. She has given an open invitation to observe the busy, productive activities in her classroom: Students creating PowerPoint presentations, spreadsheets based on research, and studying history and math through online reference sources and electronic resources such as Encarta Africana. Connie was also instrumental in developing our school's Technology Plan. She served as a consultant to teachers, suggesting programs and student activities that suit a teacher's curriculum. She helped individual teachers write technology plans and proposals for their grade levels. She worked with the district's I.T. Resource Teacher to develop a staff development plan. She wrote a vision statement to help the staff imagine what Washington K-8 School might look

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like if we were to make technology a focus. We just need more time with Connie, and more forums for her expertise.

Impact to Parents & Community:

Janelle has done talks at PTA meetings, back-to-school nights, parent orientation nights to acquaint our community with innovation in technology being used here.

Laura has taken a leadership role in our staff. She has shared opinions, tech expertise, and instructional strategies with staff, students, and parents. She actively assists and involves students she has trained in assisting teachers/students with specific projects.

Principal & Peer Survey Question Number 3

“Please identify any changes in the individual’s **personal or professional development activities** that you believe can be attributed to his/her participation in the TLP.”

Pursue Masters Degree / Other Schooling:

She has begun her Master’s degree in technology. Her enthusiasm for technology has heightened everyone’s involvement and interest.

Cary is now working on her Masters in Technology. She utilizes computers in most of her instruction.

TLP sparked the interest that set these graduates toward a course that involves integrating technology in the classroom, pursuing grants for hardware and software, and receiving masters in technology.

Mrs. Jones is one of our district’s top leaders. The TLP program has given her even more credibility as she trains to become an administrator. Our district is committed to her development as a future leader, and I know she will emphasize the utilization of technology with the staff of her future school.

Advancing His/Her Skills:

What I see is that Rachel looks at things and asks “What if...”

Confidence with technology—sort of 0-100 as to change in attitude and comfort level and confidence in sharing the information.

Mr. Haroldson understands the “big picture” and can plan and implement ideas that impact curriculum and staff training at the district level.

Lisa has been very active in attending development activities. I see her try to gain even more knowledge of how computers can be used in teaching. She has branched out to learning how to use microscopes on the computer, which fascinated the students.

Laura continues to take tech-related classes (PowerPoint, Windows, etc.). She seems very comfortable taking classes that she might have avoided before her TLP experience.

After a very overwhelming year, I believe this person has done a fine job of finding the balance with computer use and teaching the curriculum at hand. This person uses the tools and skills of the computer to enhance the learning of his students and does not increase their load with technology but rather expands their knowledge.

Modeling of TLP Within the School / District:

I did not know Janet well prior to her involvement with TLP, but she has the reputation of being a fine teacher. Since she has been part of TLP, she has continued to expand her skills and serve as a model and as a leader to others, especially in the area of technology integration and instruction.

Debbie has grown professionally through her involvement in the TLP. She has gained a deeper understanding of the advantages and disadvantages of technology and has been a model teacher for technology at the school. She continues to grow in her own professional development and encourages others to grow with her.

Robert has become increasingly adamant about changes in the curriculum that use TLP technology and has been paving the way by using it and leading others in the use of those computers in his room. Because of his example I WANT ONE TOO (a TLP room)!

The TLP has given Kate ideas for professional development available outside our district offerings. These opportunities have enabled her to become a very knowledgeable Master Teacher. We are advancing as a staff because of her leadership in this area.

We are all so isolated in our classrooms at school—busy with our students or planning to be with them. We seldom have the time to have any lunch, much less to have meaningful conversations with our colleagues. Since Sara's participation in TLP, she has made every effort to encourage and support us in our use (for some of us, a somewhat fledgling use in terms of range and depth) of technology, both in a collective and individual sense. She has become interested in assisting us in the layering of our own abilities and activities with technology and in leading us in sending our students to higher levels of competence and understanding. From a personal perspective, I have a passionate interest in literacy development—the building of strong writers and excellent readers who read and write for a variety of purposes and audiences and will do so in a life-long way. Sara has taken the students of mine fortunate enough to go on to her class and extended these language skills to the next level; multimedia presentations which build upon existing language skills in important, highly significant ways, extending language learning in new and relevant ways.

Impact on Students:

She now includes technology in every classroom lesson and activity for the students. Her program has become very popular and sought after by parents and students.

Connie never stops! She continues to seek applications of new resources to her own curriculum and advises and informs all of us about possible applications to ours. She keeps on looking and keeps herself and us on our toes!

Tami Smith provides on-site consulting services for our staff! The teaching and learning strategies she uses within her classroom offer other staff members the opportunity to observe first hand the types of student engagement that increase performance. Together with her students, Tami has created a tech-infused environment that gives the whole community a picture of how tech can be used to maximize student achievement. As a member of the District Technology Committee, Tami advocates for additional resources to plan quality staff development as a central element to our long-range plan.

The classroom teacher has become more dependent on technology software to strengthen her curriculum around the EALRS and WASL preparation. She has become a more flexible, diversified teacher with instructional skills that guide students rather than lecture-based.

Principal & Peer Survey Question Number 4

*“Please identify any **impact to the school district** that you believe can be attributed – either wholly or partially – to the influence of TLP graduates in the district.”*

General impact statements:

The opportunity to bring technology and computer skills to a district that otherwise lacks this kind of program has been the best attribute of the TLP. What a great opportunity for our school.

Continuous. Lead teachers willing to show others what is possible and it’s doable—lighting the spark of revolution.

I believe that our TLP’ers, district-wide, assisted our school board, support staff, and community in moving forward with a technology bond proposed for next year.

I believe that our district’s push toward obtaining more technology, making updates to the district’s technology plan, and planning for future teacher competency tests in technology are a result of Jim and other employees in our school district participating in the TLP.

Our school has gone from a pretty traditional approach (labs with mixed use and a teacher’s computer in each classroom) to a more cutting-edge approach that promotes, that really involves students in technical skills that will benefit their approach to learning in the future.

There have been multiple benefits to the school because of Brenda’s involvement. Brenda has been a role model for other teachers as well as a fantastic resource. Her leadership abilities and willingness to help others have created the positive impact in the school that we were hoping for when she first applied for the grant.

Two building grants. Internal training through TLP participants. Great anticipation within our buildings for the use of technology. Students more prepared, or armed for the future!

It has been huge. We have 2 school grants, and many people are excited about technology. More importantly, we are taking hard looks at what we are doing and whether or not it is effective. We are definitely changing the climate of our school and I believe at some point the district.

Modeling of TLP Within the School / District:

Kate is very enthusiastic and is energized by the TLP experience. She is a role model for all building and district personnel. The district has benefited from her expertise and frequently asks her to train at workshops because of her high skill level.

TLP classrooms have been models for the merits of individualized high tech-based instruction and seen as a standard for additional locally developed tech-centered classrooms. Traditional computer lab-based tech instruction looks dated and inefficient in contrast to what’s happening in TLP classrooms.

As a result of the TLP Foundation grants, our district has implemented its own version of the TLP grant. Teachers in grades 3-8 can now apply and receive funding and training that mirrors the TLP.

The TLP grantees are so excited about what they can accomplish with the additional technology, and it spills over to all the staff. Recipients of other grants began working

together with the TLP recipients and formed a sort of “technology support group.” We bounce ideas off each other and constantly depend on one another to grow in our knowledge of “Integrating Technology” into the classroom.

The impact to the school has been tremendous. He has brought in new programs, such as reading and math instructional Web sites. Taught our staff and students how to fully use the computer. Brought in ideas and knowledge to update and buy more competent computers. He is an asset to our school.

This program has enhanced technology offerings in our school and throughout the archdiocese. This becomes a win-win situation for students and staff.

As a small school, the impact of technology is considerable. The knowledge Patty brings to the staff has increased awareness, skill, and understanding of the need for technology. We are a window to the world from the Reservation and believe we can be a resource to/for others to understand more about us. Patty Wilson has made a difference in our school.

Mr. Haroldson’s influence and his teaching have permeated our district.

These people lead the way. We have not yet received our levy money to upgrade our school, but our staff sure understands what to do and how to do it when they receive the new technology next year.

The TLP graduates have served as examples to their peers that a Windows platform can be used effectively and with ease in a classroom setting. Our district has been using Macintosh OS in the classrooms up to this point but is now switching to PCs.

She has become a strong advocate of technology in education by pioneering the use of new software, presentation devices, electronic portfolios, etc. with an enthusiasm that has inspired her colleagues to follow her lead.

Sara has been a leader—sought out and highly admired—in our school district in the area of technology. Her involvement in the TLP has increased and solidified her expertise to an even greater extent in terms of her leadership at the district level. Sara is a key player in curriculum development relating to technology. Her unique perspective as an elementary educator, a college teacher for WWU, major planner for state computer conference, and TLP participant allows her to see technology education from many angles and makes her an invaluable mover and shaker in the area in our district.

The TLP graduates have become the core teacher influencers to other staff, students and community in technology use. They have opened their classrooms to the outside for observation and have generated progressing teaching strategies that benefit this District. We have more LTP staff involved 2001-02 and this again will enhance student learning opportunities and teacher growth.

Impact on Students:

Because the older students now feel so competent on the computers, they are imparting this feeling to the younger children and the staff.

Every sixth grade student is trained and produces research, power points ... this continues with them as they move into the Jr. High and High School responsibilities. The TLP has provided the teacher training and equipment to develop a very exciting program that provides students with a very solid foundation to build upon.

Inspiration and can-do attitude impacts district movement and support of technology use in elementary classrooms. The impact of this program is tremendous. The model to teach

through engaged curriculum and share with peers is impacting our district's teaching and student learning.

Last year, the seventh grade class made a PowerPoint presentation of their work for Project Citizen. They were completely under the direction of this TLP graduate. They won the state competition and placed 3rd in the nation! The students not only gained much technical knowledge but also grew positively as individuals. Their idea went on the local ballot in November and passed! Their success was written about in the local newspaper, and they still get calls for information! Also, teachers ask the TLP graduate for assistance.

The 8th Grade Exit Project, which Ms. Hall created and implemented, has made a fundamental impact to the school district because the project is a requirement for graduation out of middle school. Finally, it has been a huge impact to the school district's students and teachers to simply have access to computers with Internet with which to perform in-class technology activities.

Impact to Parents & Community:

Anytime parents are pleased, amazed at what their kids can do, and are appreciative of the opportunities given their child—the school district is impacted.

Parents have been enthusiastic about what their children are learning in tech. The computers and information have truly impacted our upper grades. She has helped us write smaller, local grants, which helped upgrade donated computers.

My goodness—how lucky we are to have in our building someone like Connie, so it can only serve the district as well, as word spreads from the classroom through the school, out to the community. Enthusiasm and commitment spread!

Tami is an active participant as a member of the Citizen's Advisory Committee. Currently, our school district is placing a technology bond before the citizens. Tami is conducting in-home Neighbor-to-Neighbor Tech Talks, campaigning actively within the community and hosting a Technology Open House later this week to invite the community into the classroom. Her influence and excitement greatly impacts the key decision-makers within our community. Tami has the respect of her colleagues, inclusive of building staff, board members, and central staff personnel. She is currently networking with our grant writers to construct a request aimed at acquiring resources to move forward the goals and objectives stated within the District Technology Plan.

Summary

Both quantitative data, collected from TLP graduates, and qualitative data, collected from principals and teaching peers, indicate that TLP graduates are having a dramatic positive impact on their teaching peers, their schools and school districts, students, parents, and other members of the community. The impact is significant as shown via this study.

Graduates are engaged in a variety of activities in the areas of training and development and technology leadership. They continue to enhance their professional credentials via schooling and other professional development activities. Administrators, teachers, and parents perceive TLP grads to be technology leaders. Graduates are more enthusiastic in their teaching. They contribute greatly to the technology integration efforts in their schools and school districts.

Respondees have stated that TLP participation has, in fact, been a life-changing experience. The Foundation, and the teacher-founders of the TLP, can be assured that the impact of the TLP is being felt in many ways beyond participants' initial involvement with the program.

Appendices

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Appendix A: TLP Impact Survey

Appendix B: Principal & Peer Survey



Appendix C: Principal & Peer Survey Responses

Principal & Peer Survey Responses

Introduction

What follows is just over 70 pages of comments provided by TLP graduates' building principals and teaching peers via the open-ended questions listed on the principal and peer survey. Information in these comments that would identify the graduate or the graduate's school district has been changed to respect the anonymity promised to respondents by the researcher.

Surveys were numbered (P001 – P271) and responses were coded so that comments could be associated with the question to which it pertains. For example, response "P001.1" is the response that appears on survey P001 for question 1 (regarding training and development). Response P056.3 is the response for survey P056 and question 3 (regarding personal or professional development).

Principal and Peer Survey Comments

P001.1 Within the same three-year period, Chris Jones was involved with the TLP, participated in obtaining and utilizing a \$500,000 tech grant in our elementary school and received her masters in technology. So it's hard to identify exactly which one of those events caused what changes.

P001.2 Chris has become one of our elementary's technical support people. She would not have done that before she received her master's degree, which in turn was influenced by her participation in TLP.

P001.3 I believe that Chris's participation in the TLP project as well as the large technology grant our elementary obtained were partly responsible for inspiring Chris to get her master's degree in technology.

P001.4 The TLP graduates have helped support our fledgling "techies" and have offered encouragement and assistance when and where needed. Being involved in the TLP also encouraged our district administration to commit to a certain level of financial support.

P002.1 Dianne has developed several new activities and units for two fifth grade classrooms using the knowledge and equipment that she gained by participating in the TLP.

P002.2 Dianne's peers see her as a more knowledgeable person than they, and go to her for help and information as a leader in the classroom technology field.

P002.3 Dianne has integrated what she learned into her personal knowledge base and has professionally developed activities to enhance the school curriculum and give students a wider range of knowledge and experience using computers as an avenue of learning.

P002.4 Dianne's impact has been mostly in her Middle School building. Students and teachers come to her classroom as a resource for materials and Dianne's expertise.

P003.1 Kevin is an excellent educator who continually looks for ways to improve. His involvement in the TLP was an example of this dedication to excellence. In terms of changes, he often asks for the opportunity to continue his professional growth through attendance at workshops and conferences. He was often willing to train peers in the area of technology. Kevin was instrumental in encouraging the entire middle school staff to use the software,

Grade Machine and in encouraging the use of WEBWISE, a WSIPC product for reporting grades.

P003.2 Kevin has always been a building leader in several areas including technology. I was impressed with his willingness to share what he had learned through his attendance at TLP sessions. He “shared the wealth” often at staff meetings, inservices and individually.

P003.3 This question is very similar to #1 above. However, Kevin’s dedication to professional development activities continues. Since his involvement in the TLP, he has changed jobs. Kevin currently serves as the Washington High School assistant principal. In this capacity, he uses technology to make his job more efficient. He is also available to a different school building in the district in which he can share his technology integration knowledge.

P003.4 Technology integration is a priority in the Washington School District. We have five clusters at Washington Middle School. We’re seeing more and more basic technology knowledge in students who transfer from district elementary schools. Much more time can be spent in the classroom using technology as a tool as opposed to teaching the use of technology. Keyboarding skills have been integrated into the fourth grade at both elementary schools, which may eventually result in the changing of high school requirements in this area.

P004.1 I have had the opportunity to work with Pat Jones at Washington Elementary since August 1997. Since Mrs. Jones began participating in the TLP, she has directed and led teacher and administrative technology training activities for our school and for our district. Mrs. Jones has shared her knowledge and experience of TLP with other teachers and has encouraged them to apply for the TLP. She inspires and encourages other teachers to seek training. Mrs. Jones was the messenger of the wonderful news that each teacher at our school would receive a laptop computer and introductory training from the Gates Foundation. During the course of the last four years, I have watched her enthusiasm grow. Mrs. Jones has been very invitational to everyone (students, teachers and parents) with regard to including as many people as possible in the many activities she directs. I have observed her working with people of all levels of ability, young and old alike. She is encouraging and inspirational to everyone. TLP has certainly led her down new paths in which she has been eager to share with everyone whatever knowledge, experience, and insights she gains.

P004.2 Mrs. Jones has served on our school’s technology committee, guiding our school in technological decisions regarding various kinds of computers and software. She set up a framework for our school to offer numerous computer club activities for students before and after school. These computer clubs have been teacher and parent directed. Mrs. Jones continues to engage her students with after school computer club activities. One of her third grade students said recently, “I am especially glad that I am a part of the computer club. I like all the things that Mrs. Jones has taught me, such as Paint, doing newsletters, our grandparent projects. So many things are fun and interesting in Mrs. Jones’ class!” This year Mrs. Jones is a mentor for a new teacher in our school district. She has shared her expertise in guiding and assisting this new teacher and his class with their beginning computer club activities. Both Mrs. Jones and this third grade teacher took all of their students to two different nursing homes to share Valentine’s Day. Their programs included a variety of activities: singing, sharing poems and readings, and presenting a PowerPoint program in which pictures of the nursing home residents were collected, scanned and set to music. Mrs. Jones has shared and taught at administrative conference. She seeks ways for her students to be leaders using technology. She has taken her students to two technology fairs in Seattle entitled “Tomorrow’s Classroom.” Mrs. Jones has guided her students in developing a sense of confidence as they work in their classroom with the use of computer technology. Many times her students help others in the school with computer setups. Mrs. Jones’ third grade students participate in creating and sharing their own portfolios with their parents at conference time. Mrs. Jones is continually working on improving the portfolios to best include every aspect of

each and every student's life. These portfolios include written work in many areas of study: reading, math, science, social studies, spelling, art, and music.

P004.3 Mrs. Jones continues to strive to learn new procedures and stays current with the latest technology advancements. She is excited to share her discoveries with everyone. She is always seeking new ways to use technology as a vehicle for learning. She continually looks for ways to connect all of the curriculum areas of study using technology. For three years Mrs. Jones has guided her students in leading the all-school Veteran's Day program. They have assisted in leading the all-school December sing' along. This year as many classrooms as possible are working to create our school's end of the year "Celebration of Learning 2001" PowerPoint presentation which may include over 400 pictures set to music. Currently, Mrs. Jones is sharing her expertise by creating a PowerPoint presentation for her own class reunion, incorporating music of the 1950s and 1960s.

P004.4 Mrs. Jones, along with all of the TLP graduates, are the technology pioneers and leaders for our schools and districts. They truly believe and practice passing on all of the knowledge they have gained and training they have received from the TLP. Mrs. Jones is a very creative person. It has been a delight to see the blending of that creativity with the experience TLP has given her with computer technology. It has been shared to the fullest in Mrs. Jones' third grade classroom, our school, and our school district. What an exciting time. We may have only just begun to explore the possibilities of creative adventures in learning using technology with our children.

P005.1 This teacher has considerable expertise in the area of technology and is integration into classrooms. She has conducted numerous mini-workshops for teachers at our school all year in order to help teachers develop needed skills; Excel, Word, and PowerPoint. She has worked closely with every teacher in this building to see that they have the knowledge needed to integrated technology into meaningful products.

P005.2 This teacher's support and expertise were significant influences in the decision our staff made to make integration of technology into our classrooms a priority.

P005.3 This teacher is a natural "early adopter", is generally "sunny" in her outlook, and often takes initiative, is self-directed. I believe she arrive at this school this way – but I am thinking also that the expertise she gained through your program probably helped her to feel that she had "expert power" needed to assist others. Since completing this course she has volunteered to be a member of our school's "Leadership Team" and has signed up for additional courses in technology over the year including some sponsored by the State.

P005.4 There is a tremendous push in this District at this time to level the playing field for all students in the area of technology. I expect that TLP graduates have had a voice in this charge. In addition, I think the Smart Tools training for principals was an assist, as well as the Eisenberg training now being done with District librarians.

P006.1 Steve has proposed, developed and presented a series of workshops for staff members that were both well attended and well received. He continues to plan for future staff training sessions.

P006.2. Staff members look to Steve as a technology leader ready to try new things and eager to share his expertise. He easily takes the leadership role when staffers seek him out. Recently the district's school board mandated a platform change that discounted the efforts of veteran technology leaders like Steve. However, Steve rose to the challenge of supporting teachers in his building who were swept along with the platform change.

P006.3 Steve, an exemplary teacher before the TLP program, has gained a great deal of confidence in the Window realm. A veteran Macintosh user, Steve admitted to some

trepidation at learning the new environment. He took little or no time jumping in to tackle problems in a new area.

P006.4 TLP graduates become leaders and trailblazers in a district suffering the pangs of a platform change. These graduates share their expertise with all level of district staff.

P007.1 This teacher has an additional assignment this year. She is responsible for the training and mentoring of K-5 teachers in the use of technology.

P007.2 This teacher has been a member of our Technology Team for a number of years. She has continually developed her knowledge. The elementary staff is requesting her skills. She is in demand for both hardware and software needs.

P007.3 She had developed a much wider vision of the use of technology in the classroom. Her scope of understanding technology infusion at all grade levels has increased. The range of how technology can be applied to curriculum has broadened somewhat there is still room for more of a global view of technology infusion. We have moved away from software use as an extra activity in the classroom but have not reached full curriculum integration. Our TLP teacher led this change. Our TLP teacher is now a trainer and presenter for Gates.

P007.4 Our teacher was “totally “ a MAC person. The project gave her PC skills increasing the support for the PC platform The TLP teacher was out of the classroom away a large amount of time. That was a hardship for students.

P008.1 Sue has always been very involved in professional development activities. The TLP has given Sue the skills to incorporate technology into her delivery, which makes the presentation more interesting and serves as a model for teachers to follow.

P008.2 Sue is on our Technology committee. She also helps to coordinate and implement the use of technology in the building. She was a facilitator of our on-line attendance and MAP assessment training. Most importantly, she is the instructor of our Generation-Y program. This program trains students to use computers, and then requires them to “adopt” a teacher to help enhance their delivery with technology.

P008.3 Sue seeks more opportunities in the area of technology.

P008.4 Sue has always been very involved. The only change would be now she can help infect the trend of technology with her energy and expertise.

P009.1 I have noticed her helping other staff members with their computer use. She is instructing her students in Word, Excel and PowerPoint. She is using SchoolKit Rex with her students and has taught other staff members the value of using it.

P009.2 She has become a leader of the school technology committee, made up of staff, parents, and community members. She has developed a successful middle school computer enrichment curriculum.

P009.3 She has attended various classes for computers. She attended a WWW Publishing class through the ESD and has taken advanced courses in Word and PowerPoint.

P009.4 Due to her participation in the TLP she has been able to help other staff members gain an interest in using computers in their classrooms. He has become a role model for computer integration into our school’s curriculum.

P010.1 Mr. Hall has utilized the technology in his classroom to develop new and exciting instructional units in social studies and science. Students have been in communication with

other students in the nation and have had access to a world of information in all subject areas. Bob has shared his knowledge and expertise with others in the building and is “reading buddy” class has had an opportunity to learn from the students in his classroom through a peer-teaching model. The use of technology has enriched the curriculum and expanded Mr. Hall’s instructional strategies.

P010.2 Mr. Hall has helped other teachers in the building learn the use of PowerPoint and other programs that benefit our students. He was instrumental in getting a new LCD projector for the building and helping the staff see creative ways of using it for instruction. We have expanded the use of digital cameras in the building since our TLP teachers have shown us their many uses. Mr. Hall’s class put together a wonderful year-end program using PP and pictures taken during the school year with our digital camera.

P010.3 Mr. Hall is an experienced teacher with excellent instructional skills, but I have seen a new enthusiasm for teaching since his involvement in the TLP. He spends many hours a school preparing for lessons that involve the use of technology. He has attended many workshops and seminars to enhance his use of technology in the classroom.

P010.4 Mr. Hall has been able to be a troubleshooter in the building for technology related problems. He has worked closely with our district technology support team to set up systems throughout the building. Bob has also coordinate with other TLP teachers in the district to share ideas and teaching strategies.

P011.1 Mr. Stewart has utilized the technology in his classroom to develop new and exciting instructional units in social studies and science. Students have been in communication with other students in the nation and have had access to a world of information in all subject areas. Bob has shared his knowledge and expertise with others in the building and his “reading buddy” class has had an opportunity to learn from the students in his classroom through a peer-teaching model. The use of technology has enriched the curriculum and expanded Mr. Stewart’s instructional strategies.

P011.2 Mr. Stewart has helped other teachers in the building learn the use of Power Point and other programs that benefit our students. He was instrumental in getting a new LCD projector for the building and helping staff see creative ways of using it for instruction. We have expanded the use of digital cameras in the building since our TLP teachers have shown us their many uses. Mr. Stewart’s class put together a wonderful year-end program using Power Point and pictures taken during the school year with our digital camera.

P011.3 Mr. Stewart is an experienced teacher with excellent instructional skills, but I have seen a new enthusiasm for teaching since his involvement in the TLP. He spends many hours at school preparing for lessons that involve the use of technology. He has attended many workshops and seminars to enhance his use of technology in the classroom.

P011.4 Mr. Stewart has been able to be a troubleshooter in the building for technology related problems. He has worked closely with our district technology support team to set up systems throughout the building. Bob has also coordinated with the other TLP teachers in the district to share ideas and teaching strategies.

P012.1 Patti uses the contacts from training to continue to explore and learn. She shared with other language arts teachers how to infuse technology in content areas; not as an add-on.

P012.2 Parent classes offered by students and teacher. Member of building management team, which has been very successful.

P012.3 Continues to learn and seek out opportunities to learn. Use of electronic portfolio with students.

P012.4 (No response)

P013.1 Been involved in science adaptation and been a leader in use of technology to support instruction.

P013.2 Taught sessions with staff. Member of teacher resource team.

P013.3 Continues to learn and explore the use of technology to improve learning.

P013.4 Impact of technology on new science adaptation.

P014.1 Jamie has always been a leader in the training and development, but now she brings a more technical expertise.

P014.2 Jamie has taken the lead in assisting the district to create a technology policy that is concise and clearly conveys the values of the district education plan.

P014.3 Jamie has never been afraid of innovation in her classroom; today her students have curriculum enhanced with technology that goes beyond word processing. The technology in her room has become one of many curriculum tools. She also enhanced my students learning by sharing projects with my other students in a Shakespeare elective.

P014.4 Because of Jamie's involvement with TLP technology in the classroom has become a crucial ingredient in preparing students for their transition into the 21st century world. She is tireless in her commitment to share things that have worked and benefited her students. She has made us all participants.

P015.1 Very open to all infusion of technology and to helping peers with the same.

P015.2 On building Tech committee.

P015.3 (No response).

P015.4 Helped others in the building to involve themselves in technology.

P016.1 The TLP'er has become greatly attuned to opportunities for staff development outside of technology, involving how to integrate learning and how to develop critical thinking skills. Planning for the staff has become a central interest.

P016.2 The TLP'er has become one of 3-4 of the top teacher-leaders who have main responsibility to planning our Gates School wide Grant activities. As a TLP'er she enjoys great credibility and is sought as a helper in developing knowledge and plans.

P016.3 The TLP'er has become greatly attuned to opportunities for staff development outside of technology, involving how to integrate learning and how to develop critical thinking skills. Planning for the staff has become a central interest.

P016.4 The TLP program has been the center of interest to teachers who already have a strong learning program. As well, in constructing plans for a Gates School-wide grant it has clearly made district leadership more confident in developing a technology infrastructure.

P017.1 Penny had no formal training in computers. Since the training she has received from the Gates Foundation she is helping her fellow teachers with problems we might have with our computers and software.

P017.2 Penny is now our technology supervisor for the middle school.

P017.3 Penny now teaches several units in different subjects with Power Point, SchoolKit and other technology programs. She recently has attended training to present programs with scanners and digital cameras.

P017.4 This past year Penny has presented technological projects to the Community of Pride night. She uses the Power Point program to teach classes in the sixth grade.

P018.1 She consistently helped peers who asked and shared several lessons with others. Many on our staff do not have access to multiple computer workstations, which limits the ability for all to further develop learning activities for students.

P018.2 Ms. Wilson serves on the district technology committee.

P018.3 She uses PowerPoint and SchoolKit quite often in her teaching and doing activities. She has shown through sharing and observation how to tie SchoolKit to the EALRS.

P018.4 She has incorporated teaching PowerPoint to all 180 sixth graders this year.

P019.1 My teacher has led all-school staff development activities involving technology. In addition, the teacher assisted the Librarian with staff development in the use of LAN (Local Area Network) and district email.

P019.2 My teacher has joined the school's Technology Team. In addition, the teacher has participated in district curriculum trainings, which emphasize using technology in the classroom.

P019.3 My teacher has participated in several district staff development classes, which focus on the use of technology in the classroom. The teacher was eager to share what was learned in these classes with the staff of the school.

P019.4 There was a noticeable excitement and enthusiasm displayed by the teacher as a direct result of participation in technology matters both in the building and in the school district. This enthusiasm has helped to generate a positive attitude toward technology in the building.

P020.1 She is our building Gates Grant person! She also is our building Tech coordinator!

P020.2 She is also available to help anyone with their tech needs.

P020.3 She is always looking for ways to enhance the learning of her students. She uses tech now to do this.

P020.4 Our district is a great supporter of TLP. They offer special training and support to the TLP teachers.

P021.1 Barb hasn't been involved in any formal training sessions because other teachers besides those in the grant do not have access to a large number of computers. She has informally shared ideas she learned from the grant with others teachers.

P021.2 She has shared the information such as Excel, PowerPoint, etc. with her colleagues.

P021.3 Barb has done more technological projects and incorporated this technology into her curriculum and matched her objectives to the EALR's. She has also learned to use projection devices, scanners and digital cameras.

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P021.4 Barb has shared information and student technological work with other students, staff and parents.

P022.1 There has been no formal training development because many teachers have only one computer. Informal sharing of ideas and technology has taken place. Examples are: projects, brochures, and PowerPoint presentation.

P022.2 Training sessions were invaluable in knowledge accumulation and developing confidence with use of Excel, PowerPoint and Publisher.

P022.3 More tech projects for learners tied directly towards curriculum refinement as we address EALR's.

P022.4 Sharing of information and student performance application with technology.

P023.1 As a direct result of receiving the grant for the TLP, Roger has offered technology classes to our entire district. We met once a week, and I learned so much. Everyone that signed up benefited from this training.

P023.2 Mr. Hall is heavily involved in the "broadcast news" program at our school. He works with students and staff to serve our building. He also taught his students how to successfully present their conferences to the parents through a well-organized Power Point presentation. This is something that is a step above and a superb model for all teachers at Washington Elementary. Because of the 4 to 1 ratio of computers Mr. Hall participates in "Accelerated Math" on a daily basis. He provides his students with top-notch training.

P023.3 Mr. Hall takes every available opportunity to further this knowledge in the area of technology. He signed up to work as a "Marco Polo Trainer." He also went to the high school demonstration of the digital equipment students are using. There are many other areas of development in which Mr. Hall participated.

P023.4 Our entire district has benefited from Mr. Hall this year. He is always a phone call away if anyone needs advice in their implementation of technology. His selfless attitude and desire to enhance student learning is exemplary.

P024.1 Janet has evolved into a teacher leader in terms of training and development activities for staff. She is recognized as a leader in integrating technology into the teaching process.

P024.2 She eagerly shares with staff skills she has learned and developed using technology to help all students achieve.

P024.3 With the leadership role she has evolved into, she is now convinced that she should complete her Masters Degree with a major in administration. She will make an excellent principal!!

P024.4 She is recognized in our Diocese as a leader, but, in the school, she has effectively changed staff attitude from one of tolerating a computer, to a school that wants computers in the classroom.

P025.1 (1) Has trained other teachers in our district. (2) Has initiated computer clubs for students in our school. (3) Often trains other TLP individuals. (4) Has been asked to train other teachers in districts within the state. (5) Helps develop training for newer TLP participants centering on the Essential Learnings.

P025.2 (1) Encourages grant writing to increase technology opportunities. (2) Involved in individual school and district wide applications for the Gates Grants. (3) Mentors newer TLP individuals and others interested in expanding technology use in their classrooms.

P025.3 (1) Attends statewide conferences and often presents at these conferences. (2) Has worked in the private sector with training.

P025.4 (1) Has done grant writing and training of people who were interested in becoming TLP participants. (2) Was on the district technology committee. You couldn't have chosen a better candidate. This individual is totally committed to using technology in the classroom each and every day.

P026.1 All instruction in social studies is now centered around computer projects. Cary is viewed as a resource by other teachers & has become a trainer/leader in our building.

P026.2 Has become a leader of school-wide tech committee. When we got new PC's, she led the training.

P026.3 Cary is now working on her Masters in Technology. She utilizes computers in most of her instruction/classes.

P026.4 We have PC computers for teacher use (instead of Macs). I don't know if the TLP program had anything to do with it though. Otherwise, I don't know that those of us have been benefited.

P027.1 Willingness to take risks using computers with students and let them "use" on regular basis. Increased skills and knowledge. Interest in continued learning.

P027.2 Shared with team members. Development of district magnet program, which has been successful.

P027.3 Continues to learn and be life-long learner.

P027.4 (No response)

P028.1 TLP sparked the interest that set these graduates toward a course that involves integrating technology in the classroom, pursuing grants for hardware and software, and receiving masters in technology.

P028.2 She is the district elementary tech coordinator and assists other teachers, orders equipment, and helped write the district tech plan. She is available, as much as possible to troubleshoot and assist where needed. She was also involved in writing several technology grants for the district.

P028.3 Several teachers in the district spent two years attaining their Masters in Technology. TLP graduates were instrumental in promoting and encouraging their peers to pursue this program.

P028.4 TLP graduates are promoting technology in the classroom and encouraging other teachers to give it a try. They are willing to assist wherever possible.

P029.1 Rich has shown much more confidence in planning and discussing technology training issues. He has also taught a session during the district's technology institute.

P029.2 By example, Rich demonstrates a strong use of technology a tool to enhance the students learning.

P029.3 Rich has been much more active in attending training sessions for a variety of teaching techniques.

P029.4 Rich is our first graduate of the TLP. He has had an impact on our school. Rich has always been a leader in the school; this experience has given him a strong background in technology issues.

P030.1 Our TLP graduate has been extremely helpful to all of our staff members involved with any type of technology. She has been available consistently to help train or demonstrate a variety of activities using the computer, presenter, etc.

P030.2 Our TLP graduate is a leader on our technology committee. I'm sure that much of her knowledge and confidence with technology comes from her TLP training.

P030.3 Our TLP graduate sends e-mail to our staff sharing web sites that she feels may interest us or may help with our teaching. These are passed to her from other members (graduates of TLP). These help all of our staff with professional development.

P030.4 A great impact has been having the computers available to the 5th grade class on a daily basis. The students entering 6th grade are more prepared to use technology in a variety of ways—due to their experience in 5th grade. I feel that having a TLP graduate in our building has helped to get our district on board with technology faster.

P031.1 Mr. Keating has been a leader in the development of activities, workshops, and inservices for our school. I believe his passion and desire to lead in these areas are a direct result of his participation in the TLP.

P031.2 Mr. Keating has been willing (and excited) to take the lead in both expansion of technology offerings and research on the topic of technology. I believe that this can be attributed to his participation in the TLP.

P031.3 Mr. Keating has taken his responsibilities with the TLP seriously. He has directed teacher inservices to help teachers with how to use technology in their classes. He has also been a leader in implementing the use of technology in his own classes & has shared what he has been doing with it.

P031.4 Mr. Keating has become a leader in our school in the area of technology. I believe part of this is due to his involvement with the TLP program. The TLP program has heightened his passion and knowledge for technology and having it used more effectively in schools.

P032.1 Cheryl has served as a mentor with regard to technology. She has implemented trainings that have staff understanding PowerPoint, scanning, web development, etc.

P032.2 Cheryl serves as a model for other classrooms and she uses her tech skills to both adjust and modify her lessons as well as to accelerate her programming for highly capable students.

P032.3 Cheryl's participation in the TLP has given her the skills to apply for technical positions in and out of our district.

P032.4 She continues to sit on several district committees, always influencing those she serves with to implement technology, i.e. math investigations committee, curriculum & development committee, etc.

P033.1 Kids get lots of instruction & added tech education

P033.2 Teaching classes -- help in building

P033.3 (No response)

P033.4 Super instructor/teacher

P034.1 After receiving the TLP grant, Kevin organized several training opportunities for our staff in basics of computer technology using the computer cluster in his classroom.

P034.2 Besides helping to train other staff members, Kevin also became one of our leading advocates for increasing our technology base within our building.

P034.3 Kevin has now become an administrator in our district. I believe that the leadership opportunities through TLP helped to move him that direction.

P034.4 I believe that TLP has made a huge impact in my district. We are a small district, but we are loaded with TLP recipients. This has created tremendous networking opportunities, which would not have been possible without the Gates Foundation.

P035.1 Mr. Glass has always been involved in seeking ways to improve his professional skills. Now, he has focused on how those classes fit into his vision of preparing students for the world of technology in which they will live.

P035.2 Mr. Glass addresses technology at almost all staff meetings. He has students' work integrated with technology. His students often help others. He sees chances to use technology that I miss.

P035.3 I remember having to show Mr. Glass how to email and add attachments. Now others come to him for help. He continues to take additional classes and improve his skills.

P035.4 Mr. Glass helped write a Century 21 Grant, which was funded for over \$550,000. Part of this grant involved providing computer training and access to students and parents.

P036.1 Because most teachers in our district only have one computer, training was not a part of our activities since it would not be used.

P036.2 Using technology in her own classrooms led to sharing ideas, which those of us without computers for our classes adopted.

P036.3 Changes in ways students formulate and present assignments and projects have changed in her classroom.

P036.4 I believe we see the need to add to and expand use of computer technology in all areas. Hopefully this will come in time.

P037.1 Mary's experience with TLP has had an extremely significant impact on our use of technology at St. Francis. Mary has become a leader and a role model for our staff. She taught a class for 7 members of our staff this summer, to bring them up to speed on the use of technology in the classroom. This class was Mary's idea and it was an instant success. Mary has extended the offer to our neighboring schools for this summer.

P037.2 Mary has gained a great deal of self-confidence working in TLP. The recognition given her by the TLP team has encouraged her to constantly challenge herself in new roles of leadership and technology exploration.

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P037.3 Mary has been seeking classes that will enhance her ability to be a technology leader in our school and in the broader arena of education. As stated before, she has emerged as a school leader, respected by her peers.

P037.4 Mary has worked with teams from other schools to show them the advantage of incorporating technology into the curriculum, as well as working with groups to continue to develop new lessons using computers as a tool to education. In summary, TLP has been great for Mary!

P038.1 Anne has trained staff on two separate occasions for staff development opportunities. These technology skills are new to her since her participation in TLP. One training focused on Internet resources for teachers and another on advanced PowerPoint. She is also interested in participating in a career in education academy by teaching the technology component.

P038.2 (No response)

P038.3 I was impressed with the PowerPoint preparation Anne used in her interview for the English position in my department. I was able to determine Anne's skills and recent class projects she had used in her previous English teaching assignment.

P038.4 (No response)

P039.1 Sue has instituted help sessions and computer literacy classes in the summer.

P039.2 She has become a resource to me and other staff members as her expertise has increased.

P039.3 She continues to increase her skills so that she can offer classes of interest to staff members. Surveys have been developed to determine what interests are prevalent and when staff members could attend sessions.

P039.4 Our students have access to technology before, during, and after school. TLP graduates have increased the number of computers in each classroom. Students become proficient earlier and many have chosen to pursue technology-related careers.

P040.1 There has been an increase in her involvement since being in the TLP.

P040.2 Nancy has taken an active role in leadership both in our building and in the district since being in the TLP.

P040.3 Nancy has gone out of her way to increase her professional development.

P040.4 Our school district has benefited greatly due to the leadership roles TLP graduates have taken. Their excitement and knowledge base leads to better teaching of staff and students.

P041.1 Bldg staff development and Helpdesk for staff

P041.2 Math club for students (weekly), district cadre of technology teachers, writing techno grants, taking students to Tacoma Showcase Tec Fairs with projects

P041.3 Flexible grouping in classroom and district's computer cadre

P041.4 Some TLP'ers are now tech teachers and their ideas and philosophies are shared.

P042.1 Lesli has attended several Gates TLP training activities. She has taught her 5th grade class to produce PowerPoint presentations, Excel data collection and graphing, and sophisticated hard copy reports using MS Word.

P042.2 Lesli provided an all-staff PowerPoint in-service for our elementary school.

P042.3 Lesli is pursuing a career as an elementary school principal.

P042.4 Lesli's classroom delivery has impacted the education of the students in her classroom. They have acquired new technical skills as well as improved collaborative skills.

P043.1 As a result of TLP training this teacher has increased her tech skills and has shared this knowledge with both co-teachers and other building peers in staff workshops. Her additional confidence and valuable support has helped to inspire other staff to pursue more computer training. She has also presented technology use at local Montessori meetings. Betty's goal for networking our classroom with other elementary rooms in our building is being realized. She has helped with improving our Internet access and use.

P043.2 I'm not aware of change in her involvement with TLP other than the required amount.

P043.3 TLP has inspired Betty to improve her tech skills and application beyond what she experienced with the Project. Our class has successfully incorporated more computer and Internet use than before her involvement with TLP. As a result we are all using some computer applications for curriculum development, application and evaluation.

P043.4 Being a private Montessori school our impact has been in this sphere of the educational system. As a demonstration school for a local Montessori training program, we are observed regularly by new students, Montessori teachers and administrators from all over the U.S. As a result we have the potential to influence not only local education, but national as well in use of technology. Having a TLP graduate's expertise available to us has enhanced this role as a model school.

P044.1 Much more classroom specific this past year – see below.

P044.2 Larry does an incredible job of offering classes here in the school, the district and daily support to staff members here at Washington Elementary.

P044.3 We have recently teamed with me on a reading / power point presentation – something I wouldn't have done before without his outgoing offer to help.

P044.4 The more training hands-on experience teachers get – the better off our students will be in terms of being prepared for their future and jobs in the community.

P045.1 Mr. Kroum has shared a wealth of information with both his students and his peers about benefits of using a PC vs. a Mac. Unlike the majority of the teachers Bob Kroum took extra time to really focus on using the computer available to him and his students.

P045.2 Bob's personal interest in technology is evident, as he has become our Technology Specialist. As tech specialist he has brought his knowledge, expertise and experience from his use of the PC's in his 5th grade classroom the year prior.

P045.3 Bob Kroum has become the expert on tech questions. He gives the power point presentations, he teaches the staff what is available and how to use it.

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P045.4 As computers in schools are going through changes; Bob now can share information with the teachers, staff and district as a whole as to advantages and disadvantages of PCs, Macs and new technology.

P046.1 Sandi has been a critical person in developing the scope and sequence from both student and staff technical training and use in the building.

P046.2 Sandi's singular work in this area has resulted in our building receiving a Gates Building grant of \$250,000. Her insight and knowledge of technology, the Foundation, and our school were the defining piece of the grant application.

P046.3 Sandi's TLP involvement brought a totally new awareness to our building regarding both the potential and ease of incorporating technology into the classroom. Sandi not only used her TLP training but promoted the uses with others.

P046.4 Most definitely a greater awareness and use of technology across the district. TLP participants are/or have taken the lead in better education through the appropriate use of technology.

P047.1 Terrie is a teacher leader in technology training. She willingly shares her knowledge and enthusiasm for technology in the classroom.

P047.2 (Same as question 1) Terrie is a teacher leader in technology training. She willingly shares her knowledge and enthusiasm for technology in the classroom.

P047.3 Terrie is always working to grow professionally. She is an inspiration always working to make things better.

P047.4 Terrie's classroom is a model of technology in the hands of students.

P048.1 (1) Key instructor for district in technology for classified and certificated staff, (2) Key member of district technology team that formulated in-district grant modeled after TLP.

P048.2 Member of district tech team that addressed purchases and related training.

P048.3 Leadership skills learned in TLP have generalized to district committees.

P048.4 (1) Have an outstanding teacher leader, (2) Having three TLP teachers has provided a strong tech basis for students and strong model for staff.

P049.1 Involved in planning training activities for future Learning Improvement Days regarding math and science teachers at the Middle level in the Washington School District. Piloting of Science Kits (new adoption) – integrating kits with technology (in progress).

P049.2 Serves as an information "consultant" to staff for questions regarding technology set up, troubleshooting, and activities for integrating technology with the curriculum.

P049.3 Has become more adept at designing activities that use technology for project based learning.

P049.4 TLP graduates have demonstrated that tools provided by access to technology and training can enhance the experiences of students.

P050.1 Jeff has brought a wealth of new ideas, methods and presentations to both his teaching of students and his help for the staff.

P050.2 Jeff has taken an active role in the building and district technology committee in deciding what technologies the district should buy and how best they can be put to use to help our students.

P050.3 Using his experience in TLP, Jeff has become a major resource person for both the building and the district.

P050.4 He is constantly called upon to share his expertise in technology, training and developing curriculum ideas that follow many of the skills developed in TLP.

P051.1 N/A, Don't know.

P051.2 Cheryl's expertise in technology was minimal before the TLP. She is much more confident and used technology to supplement her lessons frequently now. She also has a positive attitude about technology as a tool for learning.

P051.3 Cheryl is very involved in many personal and professional development activities like the English Second Language (ELS) program and our District Site Council. She supports the use of technology in her classroom.

P051.4 The visibility of computers in classrooms has enticed others to use technology and to request computers for their classrooms. It's an attitude change that is positive.

P052.1 Integrating technology-based projects into curriculum, i.e., virtual museums, hyper linked worksheets, power point presentation.

P052.2 Conducted grade level in-service workshops for integrating technology into curriculum.

P052.3 (No response)

P052.4 Trained our district "trainers" in basic office software: Word, Publisher, etc. Served on district and building technology committee.

P053.1 We all became more aware of programs on the computer thanks to the sharing of this individual.

P053.2 He was appointed our "tech" person and was always very prompt and thorough when asked to help individuals needing help with computers.

P053.3 I know technology has been integrated into more subject areas in his classroom.

P053.4 I feel it is important to become aware of the latest technology, and through this program it is happening. These trainers are sharing their knowledge with the rest of the staff.

P054.1 Donna Jones has presented workshops for our staff on many occasions (6 I believe). Her workshops have included PowerPoint, Troubleshooting, Microsoft Word, Integrating Tech into curriculum, School Kit Rex, and how to use digital camera/save to disk/put into Word document. She is terrific! And so patient with us.

P054.2 Donna has been integral in working with our tech team on a school-wide plan. She has assisted with ordering of hardware/software. Donna has been very involved in grant application process and in leading/helping other staff to understand/implement tech for our instruction.

P054.3 Donna is very committed to improving her skills. She is constantly going to workshops/training and will come back to share with staff. Her enthusiasm and modeling of “ongoing learner” is motivating to our staff! She sees herself as a learner and is non-threatening to others.

P054.4 Donna does training outside our building and is well respected within our district. She has a strong network of “techies” with which she shares/brings back ideas. We would not be as far along the road to technology integration if it weren’t for Donna. She has amazing patience and deals with a broad range of abilities/backgrounds!

P055.1 Started and instructed morning and afternoon tech inservices called Tech Tuesdays for staff, started and taught community computer classes.

P055.2 Helped write district tech plan.

P055.3 Wants to continue to increase tech knowledge.

P055.4 We are getting more teachers up to speed with computers and involving tech with curriculum.

P056.1 Jessica has actively integrated her training with the 5th grade class. Her Social Studies units involve PowerPoint and many other aspects using her and their newly acquired computer skills.

P056.2 She is our main advocate for further computer development. She has repeatedly gone to our school board to acquire more funding for technology in our school—and she gets it every time!

P056.3 Probably the most obvious is confidence, and she reassures the rest of the staff that she didn’t know much when she entered the TLP program and we should just jump in. She’s always available to help us.

P056.4 We received a Gates grant this year and will use her expertise repeatedly. She is our local representative for the district workshops.

P057.1 In our fifth grade class, Susan has started accelerated math program and as is expected, the children have “to do what is expected and do it the best they can.”

P057.2 Susan Wallace has involved her class in grant writing for Kids First, asking for more computer software. They were awarded \$400.00 to buy more copies of MS Publisher.

P057.3 The grant writing copies of MS Publisher has resulted in the publishing of a fifth grade newspaper. Susan has flourished in her professional development, adding a great activity with her entire class.

P057.4 Our fourth grade parents and students look forward to next year when they will be able to use the computer lab in fifth grade. We teachers and parents see how students’ work shows evidence of understanding.

P058.1 Chris has been instrumental in providing staff training, both group and individual, as needed. She is willing to give of her time to share her technology knowledge!

P058.2 Chris uses technology extensively in her classroom, both in math and science. The knowledge she has gained is not only shared with staff, but with students through more advanced usage of technical equipment in her classroom.

P058.3 Chris has become more knowledgeable, fluent, and comfortable with her use of equipment and methods of using her skills in the classroom.

P058.4 Chris is a math/science teacher in Washington School District's Technology magnet. As the technical skills of our students increase, we are seeing an increase in overall testing results!

P059.1 Patti has been instrumental in providing staff training, both group and individual, as needed. She is willing to give of her time to share her skills.

P059.2 Patti's use of technology in the classroom is tremendous! The knowledge she has is not only shared with staff, but with students through more advanced usage of technical equipment in her classroom!

P059.3 Patti has become more fluent and competent in her use of equipment and methods of using her skills in the classroom.

P059.4 Patti is a language arts/social studies teacher in Washington School District's Technology magnet. As the technical skills of our students increase, we are seeing an overall increase in testing results!

P060.1 Walt has developed his curriculum to include technology in a meaningful way. It seems any time I enter his classroom; the students are using the computers as an integral part of the science lesson. Walt also has been our key support person among the staff in helping us to learn programs and get our own computers up and running.

P060.2 Walt has been working with our technology lab teacher to optimize the way we use the lab. The result has been improved technology curriculum for the whole middle school.

P060.3 Walt is a fairly new teacher. His involvement in the TLP has helped shape the type of teacher he has become. His classroom is a thriving environment where students are always actively involved.

P060.4 We are not part of a school district since we are a small, private, independent school, but Walt's impact on the state of technology in our school has been tremendous. He has demonstrated to the whole staff and administration how important computers in the classroom are.

P061.1 First of all, Denise was an excellent teacher before she was selected by TLP. She has integrated the technical skills that she acquired from the TLP training sessions into her everyday teaching. She was extremely apprehensive about using a PC prior to TLP, and now she uses the computer extensively in managing her class as well as having her students use it as a way of obtaining information, and in turn, using that information to create new knowledge.

P061.2 Denise is now a part of our school technology committee. She has also helped in developing lessons with the adjoining School District for teacher inservice. Last summer, Denise shared her vision and practice of integrating computers into the classroom to the Digital Tools Learning Community. Many of the participants expressed how helpful her presentation was in helping organize their classrooms for the Digital Tools project.

P061.3 Our Junior High participates in the Digital Tools Learning Communities Grant for the remainder of the year and next year. Denise has already played an important leadership role in organizing the Junior High learning community. She will be using her expertise in this project as a technology leader and core teacher to help solve the school problem of how to interpret

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and analyze data. She will be working with our principal, math and science teachers, students, and other stakeholders to help solve this problem.

P061.4 We now have a cadre of TLP teachers who have made a positive impact on staff, and more importantly on our students. The products that our students create are outstanding. This is a direct outcome of the TLP graduates. Also, the TLP teachers share what they learn with their colleagues, which has impacted our staff positively.

P062.1 Fred leads the district in the development and execution of the district's tech staff development.

P062.2 Fred has developed the district tech plan.

P062.3 Fred has been a role model to staff on the importance of developing a professional development plan.

P062.4 These staff have served/are serving as role models for their colleagues on how to integrate tech into their curriculum.

P063.1 Since Valerie's participation in the TLP, she has become more confident with her efforts to train other staff members. Development of what needs to be taught and how to teach it has also happened.

P063.2 Leadership in the building has always been part of Valerie's technical skills. Since I am her usual helper, I have noticed that she has been able to get the teachers who are holdouts to work with their technology.

P063.3 Valerie is constantly searching for ways to incorporate technology in every lesson she does. Not for the sake of using the technology, but rather using technology as a natural extension of the lesson.

P063.4 The district has received a bonus of trainers. While it is good to have a trainer for a class out of school, it is even better to have the trainer always available. The ease with which she uses technology gives the rest of us hope that one day we will be able to try to do as well.

P064.1 Jon is active in helping teachers and students with training. He has also reached out to community members.

P064.2 Jon is our "leadership" with regards to technology.

P064.3 Jon is very active in progressing professionally. He is always looking to improve his skills.

P064.4 Jon has been actively involved in the K-12 Technology Adoption. His knowledge and leadership are assets to the committee.

P065.1 April Jones has stepped forward on numerous occasions to take charge for a 6th grade camp committee.

P065.2 Always willing to help implement technology.

P065.3 Always looking for more professional opportunities to develop.

P065.4 Actually, not exactly impacting our district, yet—but it will happen—people want to participate in the program because of what they see in her.

P066.1 Stacy has worked with her team to integrate technology into the curriculum.

P066.2 Classroom centered.

P066.3 Supports technology.

P066.4 The TLP has impacted the specific school sites. As this program expands and others receive the training, the impact to the district will strengthen. There will be strength in numbers. One needs to receive the training to fully appreciate and gain confidence to expand technology into the classroom.

P067.1 Since her initial TLP training, Kathy has put in many hours tutoring, mentoring, and advising other staff members on the issue of integrating technology into the curriculum. In addition, Kathy has been an on-site instructor, running classes on technology use in the classroom.

P067.2 See above answer. (Since her initial TLP training, Kathy has put in many hours tutoring, mentoring, and advising other staff members on the issue of integrating technology into the curriculum. In addition, Kathy has been an on-site instructor, running classes on technology use in the classroom.) Kathy has demonstrated what can be done with kids and technology by having her sixth graders take part in innovative uses of this technology. For example, her class has designed and run a slide show as part of a prayer service. Her students have also helped design and run slide shows (containing student-taken digital camera pictures) for whole-school viewing on graduation day and for guest speakers' presentations.

P067.3 Kathy has seized upon every opportunity for professional development that relates to technology since her induction into TLP.

P067.4 Since the first diocesan teachers received TLP grants; our diocese has designed a position for and hired an "Educational Technology Specialist." Our individual school, currently networked internally (server in our building), has consulted with many other schools in the diocese in the area of technology integration. There is more interest than ever before in the topic/question: How can technology be used in the classroom to help all students achieve?

P068.1 One person has become a regional inservice provider for integrating technology within the curriculum.

P068.2 Lead in the revision of our local technology plan. We have assigned .2 FTE of this person's time to work with other teachers within the school setting.

P068.3 The teacher is revitalized, more excited about teaching. Has started a Master's degree in information services.

P068.4 1. Other teachers want to participate in TLP. 2. Excitement about what we can do as opposed to just having hardware. 3. Enhanced focus on how and why we are using technology.

P069.1 Krista took this year off to visit other schools and see how they are using technology. The TLP program gave her enthusiasm in technology.

P069.2 Krista has been a resource to other teachers with regard to technology. She visits often and shares ideas with others.

P069.3 TLP has inspired Krista to do more with technology.

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P069.4 Impact to school: Krista has inspired others to apply for TLP. This may have a huge impact on our school. She also encourages others to do projects with technology.

P070.1 Courtney Wilson taught several district and school workshops involving computers, PowerPoint, and other related ideas. I think that she's become more involved. She seemed knowledgeable and helpful.

P070.2 As above, she has led, set up and been highly visible in leading our school and the district through new technology. She appears to enjoy herself and has confidence in her skills.

P070.3 I think that she's more involved in different areas. She's our tech person on campus; therefore, has to help out everyone/every grade. It seems overwhelming to even consider (for me), but she's doing fine.

P070.4 Much more awareness, training, help for staff and students. It's great to have several classrooms with some computers for student use. The TLP personnel share their hardware as well as their skills from trainings. It's a great program!

P071.1 Sophie was given a few extra prep periods a week to meet with me and the other elementary staff to assist us in infusing technology into our curriculum. She has also helped implement our unit plan model with the K-8 staff as required by our superintendent. Sophie has also provided software training to small groups of staff members.

P071.2 Sophie has been involved in writing and assisting with technology grants. She helped write the district's technology plan and is a member of the technology team for the district. Currently, Sophie is assisting in the planning and purchasing of a new computer lab funded by a 21st Century Learning Center Grant that she wrote.

P071.3 Sophie has received training in technology infusion strategies and computer hardware and software troubleshooting. She has also been elected to a regional advisory position for the Washington Schools Information Processing Cooperative (WSIPC). Sophie also volunteers to teach for TLP at the training sessions for the 5-7 group.

P071.4 Sophie has provided training and technical assistance to the staff on a timely basis. This has improved our total staff use of computers. She has also brought some staff up to speed on using the computers for something other than drill and practice. She has helped us think about ways to bring technology into our lessons in a way that promotes higher thinking skills from our students.

P072.1 Has been teaching computer classes. Sharing knowledge with peers.

P072.2 Sixth graders are using computers in different subject areas across the curriculum.

P072.3 (No response)

P072.4 Emphasis on computer expertise in the classroom—lesson plans emphasizing computer skills.

P073.1 The awareness of PowerPoint and how to use it within the classroom for students and for communication with parents during open house, etc. For me, he has shared many ways to include a computer and projector in teaching writing to my students.

P073.2 Any spreadsheet or database within our school district had the confidence and support of Gary. Gary has given 3 school-wide workshops on technology usage within the class and school.

P073.3 Confidence and skill with technology. Gary came to us with an interest in technology that came from his time in the business field. However, his time in the TLP has sharpened his skills.

P073.4 School-wide workshops; increase of teacher Web pages for info; increase of teacher Web pages for curriculum; teacher-parent conferences at beginning of year; intranet for student work.

P074.1 We have had dozens of training activities before and after school to learn so many new technology lessons. These activities vary from use of a digital camera to creating graphs on the computer to making PowerPoint presentations and depending on teachers' requests for what we feel we want to learn.

P074.2 Before Mary received this grant; we had extremely little technology use in our school. She has turned this around by helping teachers come up with ideas for teaching with technology aligned with our district's standards. My students love it!

P074.3 She has created many slide shows, not only for our staff parties, retirements, etc., but also for her daughter's soccer team. They are quite entertaining. Professionally she has taken many more technology classes, for example, "Teach the Teachers" last summer.

P074.4 Technology is present in many school districts. Washington SD has been very slow to get "on board" with technology. When some of our teachers were selected for the TLP, our School District seemed to wake up and began wiring schools for technology.

P075.1 Joyce has brought many new ideas to our grade level and school. She has presented at faculty meetings and to her grade level partner (me).

P075.2 Joyce's many technology ideas have been contagious. She has worked to develop new curriculum, and has inspired other faculty to learn more technology applications through her own training.

P075.3 Joyce has sought out Web sites, books, software, and conferences, all as a result of TLP. She has shared these with her colleagues.

P075.4 She impacts our school (private – no district) through her motivation and desire to apply what she has learned.

P076.1 He has attended technology courses for iMovie and a few other programs. Also chosen to do a video teleconference program (pilot) in our district.

P076.2 The individual presented a workshop about TLP on a pre-duty day at the beginning of this school year. He has also been helping numerous teachers in our building with PowerPoint, Excel, Web pages, etc.

P076.3 The individual has coached other teachers on PowerPoint presentations and how to use them with a class. He has also let other classes come in and use his equipment during his prep period.

P076.4 Our district is short-handed when it comes to building technology experts. Having TLP graduates helps to ease the frustration when people can't get the technology to work. More people are using technology now to teach.

P077.1 As a result of this individual's participation in TLP, she led a very useful workshop for our faculty focusing on how we can use technology (programs and the Internet) to enhance children's learning. She also taught us scaffolding.

P077.2 She is on our staff's technology team and contributes insightful thoughts to our discussions, leading to better decision-making by the team.

P077.3 This individual is very involved with contributing to technology education at a state and national level.

P077.4 My students are especially impacted by her TLP involvement because I'm in a partner-class cooperation between my second graders and her fifth and sixth graders. Her students, through her teaching of technology as a tool, have become very able, self-assured, and enthusiastic as researchers and presenters, so are influencing my younger students very positively.

P078.1 Pat has conducted many formal and informal workshops for teachers in the building and for teachers from other schools. During these workshops Pat has provided clear instructions and hands-on practice with technology. Because of her involvement with TLP, Pat has greatly enhanced our technology program.

P078.2 Pat has always been a leader in our building. She continually brings in new ideas. Pat has been very helpful to teachers and has gone into several classrooms in order to demonstrate using the computers in conjunction with our curriculum.

P078.3 Pat is truly a teacher's teacher. She constantly is looking into new ways to enhance her teaching. Through the TLP program, Pat has become a reliable source of information and help concerning the integration of our curriculum with technology.

P078.4 Pat's impact to our school has been tremendous. However, we are a parochial school and are site based. All of our classrooms have adopted the same "pod" setup that she developed. Several schools in the archdiocese have sent teachers to observe our setup and bring it back to their school.

P079.1 Prior to Wendy's participation in the Bill & Melinda Gates Foundation Teacher Leadership Project, she had total disdain for the world of Internet and anyone who spent time on it. She even seemed somewhat proud of being a "computer dummy." After her initial summer, Wendy was not only proud of her turnaround, but shared her knowledge by way of a presentation to all the teachers. She was totally converted to being a teacher who uses technology in as many subjects as possible.

P079.2 (1) Shared all her knowledge with teaching staff. (2) Used the technology to make her beginning of the year presentation to parents. (3) Taught students to make good use of Internet as a learning tool. (4) All reports done by students were now expected to be presented through use of technology.

P079.3 (1) A pride in her knowledge of technology and a sharing of that knowledge. (2) A full commitment to the bargain she made of teaching through technology for three years. Wendy served a year beyond retirement to fulfill that promise. (3) Total dedication to participation in the workshops—she always brought back new ideas and an excitement about the use of technology.

P079.4 1. Wendy's participation encouraged other schools in our private sector to apply. 2. Within the school, Wendy was a touchstone for a renewed "can do" in the area of technology among the other staff. 3. Our school had struggled with the cost of computers. Parents were supportive, but Wendy's sharing and evident "turnaround" and use of what she'd learned put a totally new lifeline into our technology program.

P080.1 Because of the new computers in our room, Cal was able to teach math and outdoor education students how to input data into Excel program, use that data to make graphs of different varieties. He was able to show students could display this data in writing and in PowerPoint presentations. With much patience, horizons in technology were expanded way beyond word processing. PowerPoint presentations became a part of student projects as well as Kevin's teaching methods.

P080.2 Because Cal was one of two teachers in our building to be awarded the TLP grant; he teamed with Karen Rogers to present not only at staff inservices, but also provided breakout sessions at district inservices. He was also willing to teach and share with staff the use of the projector. Our school benefited immensely from his knowledge of all the new technology pieces in our building. I must say that we relied on his technology wisdom to enhance our interdisciplinary and thematic units. He did wonderful presentations with PowerPoint at Family Math Nights also.

P080.3 Cal is now an assistant principal in the high school in our district. Cal is a "mover" and a "shaker" so to speak and has definitely used technology to his advantage. His resume has now been accented with his ability to use technology to his betterment. He uses the laptop endlessly for communication pieces to parents, teachers, and administrators. He used this during the time he worked as a curriculum director to help align district curriculum with Essential Learnings.

P080.4 I can confidently say that Cal has become a capable technology leader in our district because of the training that he had through the TLP grant.

P081.1 Eric has taught weekend TLP training and sessions. Building doors for technology use and application. Taught software use class at Washington School District.

P081.2 Building technology doors. Eric developed Web page for Washington High School.

P081.3 Eric finished his Master in Education degree in Instructional Technology. Took courses in CPU, Conceptual Physics Understanding, at Western Washington.

P081.4 Assisted teachers with use, understanding and application of technology in the classroom. Basic computer literacy for students and staff. More technology integrated into curriculum.

P082.1 Being new to our school, this individual's involvement in TLP has allowed him to fit in well to a team of teachers dependent on computer program use.

P082.2 He has taken on the position of building technology coordinator, which allows him to be an asset to our planning area.

P082.3 He is easily able to assist instructors with computer issues and problems.

P082.4 (Same as question 2) He has taken on the position of building technology coordinator, which allows him to be an asset to our planning area.

P083.1 Debbie Knox has used this program to teach others about technology available for classroom instructors.

P083.2 Debbie has done district training with computers, been actively involved in Tech Committee, and has done individual and group training on Word, Excel, and PowerPoint.

P083.3 This program has helped Debbie as a professional teach outside of the classroom for the ESD and other organizations.

P083.4 This program is wonderful! Through it we have several teachers who are now trainers in our building and great role models for our staff. Thank you!

P084.1 Angie is working with our 2 other Gates people to create activities between classrooms, i.e. posting PowerPoint to our server, sharing info and projects. She also meets regularly with them where they all share ideas/activities. We're looking at a possibility of a "Gates Summer School" student project.

P084.2 Angie has organized our TLP recipients in the building to make other staff and students aware of what the training has offered her and her students. She has also been following district technology development, to share what she has learned.

P084.3 Angie attended the OSPI state conference in January. She was able to hook up with people to "monitor" the technology not getting lost in our efforts of setting standards. It's a part of all areas.

P084.4 Angie has become involved—pushing—to get a "technology plan" going for the whole district. She has requested to be a part of this for our building.

P085.1 Mr. Knowles was a Generation-Y teacher during the 99-00 school year. Along with the skills he learned as a TLP teacher, Mr. Knowles was able to train 5th grade students. These students then partnered with teachers to help them learn technology. He also ran classes after school in the 2000-2001 school year for teachers.

P085.2 He has helped form our district's long-range technology plan. Helped in keeping the building current with latest technology uses in the classroom and in assemblies and presentations.

P085.3 Organizing classes for our staff.

P085.4 More staff trained in recent, current use of technology in the classroom. A model classroom for other staff to see how technology can be integrated into the curriculum on a day-to-day basis.

P086.1 Pat has been a leader in our school in the area of tech staff development. She has conducted workshops and done unbelievable amounts of "behind the scenes" work with staff. Pat has also presented at State conferences and included her students in the "Tomorrow's Classroom."

P086.2 Pat has joined our district technology vision team and our building teams. Pat is a visionary who is very skilled in sharing the experiences she has had with TLP with our local district.

P086.3 Pat has made a huge personal investment of her time and resources as a direct result of TLP. She is including skills she's learned in her classroom in such creative ways.

P086.4 As mentioned above, our district has been directly influenced by the TLP. Our approach to staff development, integration of technology, and hardware/software purchases have all been affected.

P087.1 Mike is on our Tech Committee for the district. Mike taught our teachers for 8 different sessions on technology re: grading, Excel, Word, etc. It was wonderful.

P087.2 Mike is always sharing what technology is doing to help us.

P087.3 Mike is always motivated to get more training.

P087.4 There is no question that Mike has had an impact. His peers throughout the district now ask for his course in technology.

P088.1 Her classroom is totally infused with technology. Both she and her students share ideas with those on the staff who are more “technology challenged.” Her presentations are so professional—her confidence is very evident.

P088.2 She is very involved with technology leadership. I know she would attribute this confidence to the TLP. She plans staff inservices, etc. She is on the district technology team.

P088.3 Teachers and administrators alike hold her in high regard. The knowledge she has gained and the leadership opportunities that the TLP has afforded her have helped define her as a sought-after teacher.

P088.4 She has been instrumental in piloting technology teacher training in our district. She had an integral role in a video that has been made to promote the district technology bond levy. She shares her knowledge of a technology-infused classroom with colleagues and district patrons alike in order to promote the levy.

P089.1 Tom Hall has always been an excellent technology resource for all the teachers at Washington Elementary. Since his training with TLP, he has held twice-weekly training sessions for teachers in the building. He bolstered our confidence and used his TLP computers to give us an opportunity to expand our Internet, word processing, e-mailing, and other technology skills.

P089.2 Tom has also been given the permission and tools to be a building technology resource person. This means that he can access staff computers and troubleshoot technology problems. This lightens the load on our other technology resource person and gives the staff quicker action on technology problems.

P089.3 Tom uses the technology with all the 5th grade students. They have had access to Internet sites, encyclopedias, and they have all created a PowerPoint presentation. He uses technology every day to keep up an assignment Web page and research curriculum ideas.

P089.4 Having a classroom set of computers which work dependably and which have the same software makes using them in lessons a much easier task. The students are motivated by having computer access regularly, and they are becoming confident with word processing, incorporating graphics, and researching. Parents are proud of their children’s knowledge and technology skills.

P090.1 Enthusiasm for the infusion of technology in the classroom. Broadened perspective on tech opportunities. Routine use of technology in instruction.

P090.2 Has become a ready resource for students and teachers. Confidence on her part to share expertise on technology. Has become a coach on the side to students and staff.

P090.3 Increased use of technology. Integration of technology in daily instruction. More willing to utilize technology.

P090.4 Great role models and resources. Spokesman for the benefits of technology as a tool. Ability to share expertise.

P091.1 Teresa has taken upon a leadership role in our building-based technology training as a result of the training she received.

P091.2 (No response)

P091.3 (No response)

P091.4 As parents and board members observed the exciting changes in learning in Teresa's classroom, pressure was applied.

P092.1 Sue continues to incorporate the computer with her students' assignments. I have seen PowerPoint presentations and the use of a Reader program with ease. Fifth grade now uses a special keyboard program tool.

P092.2 Sue is so busy with other district commitments, she doesn't volunteer outside her own classroom. We have people assigned as tech trainers.

P092.3 More "project oriented" lessons! Cooperative activities, use of computer with Language Arts committee's lesson development.

P092.4 Again, this is the beginning of developing a usable curriculum handbook that incorporates our adopted materials with the EALRs and sample lessons. It's a PLUS.

P093.1 Michelle has led a number of inservice trainings to our staff. Also she serves as a consultant to all of our staff on computers. I took 2 wonderful classes from her on newsletters and basic Windows information.

P093.2 As I said above, in addition to workshops, Michelle serves as a consultant to all of this. All of these activities began after TLP. Student classes are held to track students not in Michelle's class.

P093.3 Michelle is a role model in her own class and in presentations to staff. She uses PowerPoint in her class; students present using PowerPoint; 6th grade has become a technologically expanding year; Michelle presents to staff using PowerPoint. Students are learning digital cameras.

P093.4 All of us have not only learned a tremendous amount from Michelle, but are also less fearful and more open to trying new things. We are using what we've learned from our graduates daily. Staff are purchasing more computers. Students understand PC, not just Mac. Our outdoor education week ends with a spectacular presentation arranged during the week with laptop by the TLP graduates. They use pictures taken during the week. This TLP program has been "revolutionary" for our district. Thank you.

P094.1 The computers are always on and busy. We would never have been able to afford so much technology in our building without the grant.

P094.2 She is always helping someone with something. She was very knowledgeable before but has certainly become more of an expert.

P094.3 Val is more poised and self-assured in her teaching and presentation skills. She has done a nice job incorporating technology into her classroom.

P094.4 Our teachers are more aware of technology and how to use it, as well as having less fear to use it.

P095.1 Sue was trained in Keytime, a keyboarding curriculum for 5th graders. She and sixth grade teachers pushed to get this curriculum in place because all of our 4th-6th graders are using computers and should learn to type correctly from early on.

P095.2 Sue has not served on the tech committee or taught others in workshops. Our building and district are small. She feels others are far more computer literate and better able to serve in these positions.

P095.3 Sue has taken several additional short computer courses at ESD to aid her in using computers within the classroom curriculum, for example, Word, Excel, PowerPoint.

P095.4 Within her classroom, Sue and her students utilize computers to produce projects (for example, a biography of a famous person—used Internet for part of research and source for photos to be used in reports and typed up the reports. Also did a PowerPoint project at start of year for each student to introduce himself/herself. Used these at open house).

P096.1 Creative lesson plans utilizing tech. Greater student and parent involvement.

P096.2 Glen models effective integration of technology into his instructional practices. Teachers stop by to observe his classes, and he presents lessons to the staff via faculty meetings or staff development opportunities.

P096.3 Greater self-assurance as an educator.

P096.4 Participated in school-wide and district-wide inservices training other teachers in greater utilization of tech.

P097.1 I haven't noticed any difference in our school as far as training and development. However, he has presented district-wide on things that relate to training and development.

P097.2 When he first received the grant, he showed our staff how to do some of the activities he was doing in class. Of course, we all wanted to do what he was doing. He does wonderful things in his class.

P097.3 I'm not sure what he's done personally or professionally.

P097.4 I believe because of him and the others in my building, I too wanted the grant. I applied and received it and do great things with my students.

P098.1 Kristy has always been a leader in training and development in our building. She has grown in the area of technology and has been able to help many of the rest of us grow as well.

P098.2 (See question 1) Kristy has always been a leader in training and development in our building. She has grown in the area of technology and has been able to help many of the rest of us grow as well.

P098.3 I believe that she has just added another piece that wasn't there before.

P098.4 I believe the impact to the district, as a whole is tremendous. Students are receiving outstanding training, and teachers have a great resource. The TLP grads in this district have shared their knowledge plus the use of computers. I wish that we could offer this to all kids.

P099.1 Mr. Miller has always been happy to share his technology expertise—his TLP experience has only enhanced it.

P099.2 Enhancement.

P099.3 He's always been top notch as it is.

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P099.4 His experience elsewhere has helped give greater perspective to what we're doing here in Washington State.

P100.1 Jane is currently our district tech committee chairperson. She also has helped find ways (grants) to provide much-needed inservices to staff.

P100.2 Jane has been actively involved in the writing of our district's tech plan/curriculum and use and procedures policies.

P100.3 I have seen activities in Jane's classroom shift to integration of technology into the content she has taught for many years. Also, she has been a leader in grant writing for tech money in the district and in helping teach and provide classes for staff.

P100.4 Her impact has been that she is involved in all of the above activities, plus on a day-to-day basis she is willing to help any teacher troubleshoot/learn programs/hardware she is familiar with.

P101.1 Wanda Murphy has integrated technology into her classroom and lesson plan development.

P101.2 The use of the laptop has increased student awareness of technology in the classroom and for student projects.

P101.3 Wanda has done a great job with her students on computer projects. One of the big outcomes is the Eighth Grade Exit Project all done on the computer and printed off at end of year.

P101.4 Again, the awareness of technology and integrating into lessons.

P102.1 Lori continues to use her skills and talents learned at TLP to enhance the effectiveness of all the members of our staff. She is considered to be our "on-site pro." She is able to answer and assist teachers not only at her home base school but has been called by faculty from other schools and districts.

P102.2 Your program has such tremendous credibility that people recognize the participants of TLP are true experts.

P102.3. (No response)

P102.4 Lori has my full support. TLP and Lori have made a significant difference in teacher performance, implementation and delivery of lessons, and ultimately student achievement.

P103.1 Rachel has consulted other schools on how to manage computers in the classroom. She has been invaluable in our own school in this same area.

P103.2 Rachel has been a trainer this year for all the TLP weekends during the 2000-2001 school year. She passes on all her new learning to all of us on the faculty during faculty meetings and special tech meetings. In addition, she goes into the classrooms of non-TLP teachers and teaches the technology techniques to the teachers and the students.

P103.3 Rachel has always been a leader; however, TLP has allowed her to take a leadership role in professional technology development in our archdiocesan schools and in other public schools associated with the TLP training.

P103.4 Our archdiocesan schools have several TLP graduates who are eager to spread the news of how technology can be successfully integrated into the current curriculum. The

archdiocese offers workshops led by TLP graduates for other teachers and is offering workshops for past TLP graduates so they can update their skills with current lessons. TLP has had an enormous positive impact on the in-depth learning of our students!

P104.1 Is currently a TLP “teacher.” Formally and informally trains staff on use of various applications and software. Demonstrates and gives ideas to others as to how technology might enhance a particular lesson or project.

P104.2 Member of the district technology committee. Encourages staff to fully utilize hardware and software available to them. Encourages district staff to apply for future building grants and TLP participation.

P104.3 Continues to seek out learning opportunities in the area of technology and technology integration. Is currently a “TLP” teacher.

P104.4 The TLP serves as a role model to other teachers and to our students. By integrating technology into her curriculum, others see the possibilities, the realization that goals can be met in a variety of ways. Outside of our building, our TLP is viewed as a resource person district-wide.

P105.1 James has provided some mini-workshops on computers after school for our staff.

P105.2 James has become the technical consultant for our building. He is released from his teaching duties one afternoon a week to help us solve any computer problems we may be having. The knowledge he has gained from the TLP made him our choice for this position.

P105.3 James is on our technology committee and has helped the school make decisions about purchasing equipment. He also is a trainer for the TLP.

P105.4 Our school district is proud of its level of technology in the schools. We passed a bond to purchase equipment. Having knowledgeable TLP graduates in our buildings help all of the staff to best utilize our resources.

P106.1 None.

P106.2 This person became a team leader who used and encouraged use of technology in lessons as well as non-curricular responsibilities. She always invited people freely to come to her for help in new technology and often would come to your workstation to help.

P106.3 She became a team leader in our building and took on these extra responsibilities with confidence and success. She models the use of technology in personal and professional activities.

P106.4 I am not aware of any district-wide changes.

P107.1 Individual has trained the whole 6th grade team and students in using technology. Students work in teams of 4 using 8 computers. They use Office 97, Encarta, Rainforest Researcher, Great Ocean Rescue, Asia Explorer, as well as the Internet for curriculum enhancement, project development, research, word processing, and other related activities. Technology is an integral part of the curriculum.

P107.2 Individual is a part of the building technology committee, which is committed to bringing updated technology into the building. Enthusiasm and support are forthcoming when acquisitions are considered.

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P107.3 Individual has changed teaching styles to include technology. In addition, new reading and math adoptions have been added by the district and incorporated into the program. The 6th grade team has departmentalized their teaching so all 6th graders have the opportunity to participate in the technology-enhanced classroom.

P107.4 One of the individuals is a part of the district technology committee. The addition of PCs at the elementary level has helped diversify the platforms offered. We are committed as a district but losing ground this year and next year due to severe and unexpected budget restrictions.

P108.1 Trains individuals at bank in southwest Washington on Excel and Word. Teaches TLP classes.

P108.2 Has done presentations to the school board with her students. Invited a reporter from the local newspaper into her classroom.

P108.3 Has sought out training to troubleshoot computer problems.

P108.4 More students with higher capabilities: researching, all major programs, and more effective learning.

P109.1 Lisa has offered to present a workshop for our staff using Understanding By Design. She is more willing to offer, rather than wait for my invitation, to share her skills. She is also helping me plan our staff development activities for next year.

P109.2 Lisa is more comfortable taking the leadership role in planning and developing technology at our school. She is a master teacher in this area.

P109.3 Lisa demonstrates more confidence in her own skills. She can vocalize her plans and goals even better.

P109.4 Everyone is more excited about technology. Teachers are using their computers more and integrating technology into the curriculum better and more effectively.

P110.1 Jennifer Smith taught School Kit classes to the teachers in our district. I found the class that I took to be very helpful. I learned lessons that I could use the next day with my 5th graders. Jennifer is a very good teacher. She instills confidence in adults by sharing her own learning experiences.

P110.2 Jennifer's 5th grade students do amazing lessons with computers and other technology. She displays digital pictures of assemblies, playground activities, and classroom lessons on the walls at school and on the building computer network. Her students do PowerPoint lessons handily. Her students' technology abilities are admirable, and they enhance every other aspect of academic learning. Jennifer shares with other teachers the learning that she has gained from TLP.

P110.3 Jennifer is teaching classes with the TLP project this year.

P110.4 Jennifer was involved in technology leadership in the district prior to her TLP training. The Gates TLP training enhanced her ability to represent and participate in the district's growth of technology because she had so much more information to share. She learned from other teachers, and then she taught her students. She then had information to share with our district about what is needed and what works. Our district is really trying to get up to speed technologically. Jennifer and the other TLP teachers have helped immensely through their education with TLP.

P111.1 After receiving TLP training, Sandi developed technology skills and the confidence to continue her training as a Generation-Y participant (grant written and received by TLP participants).

P111.2 Sandi took the lead on grant writing efforts to receive more technology training from the Gates Foundation. She has also helped staff members with learning more about slide show presentations.

P111.3 I know Sandi has taken a couple of Web page design classes to further her knowledge through a local community college.

P111.4 The impact of technology to the district has been in the use of computers, digital cameras, and scanners. The skills learned at the TLP trainings have meant our students are highly skilled using technology.

P112.1 I believe Gayle has become more confident since her TLP participation. She has since volunteered to become one of our elementary school's tech coordinators. She also pursued her Master's degree in curriculum, with a technology emphasis.

P112.2 Because of her knowledge in technology, she now feels comfortable about learning more skills. She then has the confidence to share those newly acquired skills with her students as well as her colleagues.

P112.3 Again I have to say she is simply much more confident. She now has no fear to pursue new methods of technology training, skills she can and does then share with many of us on our staff!

P112.4 She was an influence in encouraging many of us to pursue our Master's degree. She also encourages the rest of us to pursue our technology skills, to constantly learn and use new software and hardware.

P113.1 She has offered to teach other teachers. She has offered to take classes to teach other students. She has been involved in building tech support and district tech committee.

P113.2 Most teachers in the building rely on her ability to help them with tech problems. She takes the time to help as much as possible. She also initiates projects for teachers to be involved in.

P113.3 Most of her activities in the classroom have computer projects built into the requirements.

P113.4 The impact is that we have one more knowledgeable technology staff member as well as added computers in the classroom. As we get more teachers in the district involved in technology, the more our students become computer literate at a rate that equals the growth of technology in our society.

P114.1 Heather has grown professionally as a result of her participation in TLP the past three years. She incorporates technology into her lessons on a regular basis and has assumed leadership roles with her team in the area of technology.

P114.2 Heather has taught her students the value of using technology to further their understanding of 6th grade concepts.

P114.3 Heather has assumed leadership positions with her team in the area of technology.

P114.4 Our participants have helped to increase the level of technology-based lessons throughout our teaching staffs.

P115.1 Judy has replaced the district trainer as the chief source of technology training for the staff in our building. She taught all of the staff training classes this year and served as an invaluable resource to teachers on an individual basis.

P115.2 Judy has been very active in the technology committee, providing input on the acquisition of software, training, troubleshooting, scheduling, and research. Her leadership has helped to make our staff more confident in using technology.

P115.3 The research activities that Judy's class has developed in the lab have helped other classes see the possibilities of using technology for more than just drill and practice. Her teaching has become more creative, and other staff have learned from her.

P115.4 The tech teaching skills that Judy acquired in TLP have taken some of the burden off the district technology center. All training and troubleshooting used to have to come from outside the building, but now we are able to do a great deal of it on our own.

P116.1 She is always looking for training and development activities to bring to the faculty. Her eagerness to increase staff knowledge has increased exponentially since her TLP training.

P116.2 Because of her participation in TLP, my teachers' expertise in technology is viewed by staff and parents as important, and her opinion on how our program should develop is given added weight. Her peers also acknowledge her expertise and look to her for leadership in technology.

P116.3 Her participation in TLP has given her more confidence, personally, to lead and help shape our tech plan. She is also more willing to take on advanced training.

P116.4 She has been willing to sit on the district-wide tech development committee and has helped shape both teacher training and student outcomes on a district level.

P117.1 Seen as knowledgeable; more confident; more comfortable helping others with tech problems.

P117.2 Member of school tech committee.

P117.3 Parents see her as tech knowledgeable—she uses a lot in her room and curriculum. Better equipment brought into our school.

P117.4 (No response)

P118.1 She is constantly looking for ways to integrate the technology. She is an excellent resource for Web sites related to current curriculum.

P118.2 She is another source for troubleshooting or providing input on using technology.

P118.3 She has demonstrated risk taking insofar as she attempts new tasks using the computers. She then encourages all of us to also try.

P118.4 She now teaches tech classes at the district level.

P119.1 Our TLP individual has truly become the computer expert in our building. She is anxious to share with our staff (individually, small group, whole staff) any and all information that she has gained and continues to gain.

P119.2 Our TLP individual is the leader in technology in our building. Many consider her an “expert”. One of her many wonderful leadership qualities is that she is easy to learn from. She offers information in a variety of ways!

P119.3 My class has the benefit of spending time each week with our TLP individual, learning all of the magnificent lessons that her class does. She has brought technology into the entire curriculum. I am truly amazed at all of the things that my students can do on the computers and with ease.

P119.4 Our TLP person has been a wealth of information to our building, as well as our district. She has taught weeks upon weeks of free inservices. She is always at the service of anyone in need in our building! She is truly an asset to the district, and the TLP. Our site would suffer without her knowledge!

P120.1 Martha has led many computer training classes for staff. She has also opened up her room for math tutoring using technology.

P120.2 Lead role on site team, especially technology Gates school-wide grant committee.

P120.3 Much more fluent in technology and integrating this into the daily lessons.

P120.4 Helped in the role of the school-wide Gates grant and lead training to other teachers.

P121.1 The Teacher Leadership Project involves a major commitment on the part of any teacher who participates in it. As such, any individual’s involvement with this project is going to change that person’s involvement with training and development activities. Betsy has spent many hours involved with training activities through the formal aspects of this program, but has also spent many hours of her own personal time to extend those development activities. She has been friend and mentor to many staff members within our building in helping them to utilize technology to enhance their curricular area and their teaching skills.

P121.2 Betsy has always been seen as a leader in our building, but the TLP project has extended her technology leadership activities within our building, as well as beyond our building. Staff members in our building feel very comfortable in contacting Betsy for advice on how to implement a project utilizing technology and computers and respect her skills in integrating technology into her curriculum area.

P121.3 Betsy’s teaching style has made major shifts since she has been involved with the TLP project. She has truly integrated technology and computer skills into her day-to-day teaching routine, and most units now have a technology component integrated within them. Now that she has had daily access to technology, along with training on how to integrate that technology into her curriculum, she has truly stated that it would be impossible for her to return to her old teaching methodology.

P121.4 Betsy’s classroom is truly an exemplary model. Her participation in this project has helped move our district closer to an integrated technology model. She has been a strong advocate within our building and throughout her district contacts to encourage more staff members to participate in future TLP projects.

P122.1 I can help with programs and hardware in the Windows platform, as I couldn’t before.

P122.2 I have tried lots of different programs and tech-related activities, so naturally I share with peers what works and what doesn’t.

P122.3 I am interested in all things “tech” now and that has taken me into great new learning situations. I am learning more than ever.

P122.4 I think the schools with TLP grads are first of all envious and want to have the same opportunities for their students. The excitement and enthusiasm of the students is impact that’s easy to see.

P123.1 Mindy has provided staff with support throughout the school year. She led a staff inservice on making Web pages for classrooms.

P123.2 Mindy has served as the Building Technology Coordinator. She participated on the Gates Grant Design Team.

P123.3 Mindy has integrated technology across the curriculum. Students have used the Internet, PowerPoint, Excel, publishing, and digital imaging.

P123.4 Mindy’s involvement in TLP has encouraged other teachers to integrate technology across the curriculum and to apply to become TLP participants.

P124.1 Leslie not only integrates technology in her own classroom but has assisted other TLP teachers to set up and manage their classrooms. She is mentoring a grade level team and teaching mini-classes in the building.

P124.2 Leslie has served both formally and informally as a technology mentor in the building. She is a marvelous resource to all of us regarding both the acquisition of new equipment and the utilization of it. She is easily approachable and patient—never hesitates to give assistance. She has definitely helped us move forward to achieve our technology benchmarks.

P124.3 Technology is an integral part of Leslie’s 5th grade class. Her students have exceeded all expectations in this area.

P124.4 The impact is enormous! Due to our TLP’ers we have made incredible progress in the district. I don’t think that could have occurred without peer leaders to pave the way.

P125.1 Mr. Combs led a team of four teachers who provided training for staff district-wide in the Microsoft Office products. The classes were held weekly throughout the winter months with attendance at 30 each week.

P125.2 Mr. Combs has taken leadership in the area of introducing cutting-edge technology into our school. He has brought in Advantage Learning Math Products in an effort to increase student math skills and is in the process of obtaining an additional grant for the purchase of a digital whiteboard.

P125.3 Mr. Combs’ classroom structure is an example of personal and/or professional development. It is a technology work in progress. Students use the computers for writing, math, and accelerated reading tests, creating PowerPoint presentations, analyzing math data for specific projects, and creating their own student portfolios on CD-ROMs.

P125.4 TLP graduates are always looking for ways to integrate existing resources into the curriculum. If the resources are not available, educators like Erick find grants or resources to acquire the resources. The TLP graduates fill positions at district-level technology committees.

P126.1 Mrs. Kissack is very involved with training and development within our school, as well as around the state. She acts in both capacities as learner and teacher in these trainings. She has been a huge asset with providing building or district-level training to other staff.

P126.2 Mrs. Kissack is a technology leader in our building, as well as our district. She is a strong advocate for integrating educational technology into the classroom and continually tries to help others do the same.

P126.3 The TLP was the impetus for Mrs. Kissack's involvement with Learning Space. The skills, resources, and contacts acquired through TLP have allowed her to seek several opportunities for personal and professional growth.

P126.4 As our first TLP teacher, Mrs. Kissack stimulated tremendous interest in the project by other teachers. Our TLP teachers act as resources to other teachers, always "showing off" what their students are doing.

P127.1 Cherie has contributed to our tech workshops regularly. She often gives tips and shortcuts. She offers her expertise in Excel by teaching that workshop to the teachers.

P127.2 She has become the lead person on Earth Day activities. She has given the teachers a wealth of resources involving technology.

P127.3 Her students are impacted by the technology. She has her class using it for data collecting, researching, and word processing. Cherie has a wealth of Web sources.

P127.4 She teaches our Excel workshops to anyone in the district. She supports technology wholeheartedly.

P128.1 More technology has been integrated into the curriculum. Before, we only used the computers as word processors. Now we are doing PowerPoint presentations and Internet activities with our fifth graders.

P128.2 Dianne is now someone who can answer most questions that come up in our grade level wing.

P128.3 Dianne recommends technology-related issues for professional development options.

P128.4 Because of TLP we have substantially more hardware available and are, therefore, better able to meet our students' growing technological needs.

P129.1 Heather has presented to the staff in our building 3 or 4 times this year. She has also presented to our district staff several times. She has also made a presentation to our school board.

P129.2 Heather has been more involved with technology development at the building and district levels.

P129.3 Heather's class does many projects and activities on computers. Heather is proficient in the use of the Internet.

P129.4 Through presentations to both district employees and the school board, Heather has made people more aware of the uses of technology in the classroom.

P130.1 Our TLP graduate helped to train and lead after-school student groups. She also did some Web page training for staff, in addition to one-on-one guidance in using e-mail, computer-generated report cards, etc.

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P130.2 Our TLP graduate became our building's BTC—Building Technology Coordinator. This is a leadership role in which other teachers are given assistance with hardware and software as needed.

P130.3 I believe that our TLP graduate took on building responsibilities because of her technology training.

P130.4 Having another TLP graduate allows our building to have several technology leaders. As more people (staff) are supported, they are encouraged to use technology in innovative ways, creating awesome opportunities, learning environments, for kids.

P131.1 Very willing to share info with staff. Has presented training sessions to staff. Instrumental in development and deployment of electronic report card.

P131.2 Will present a course for credit to our staff in August.

P131.3 Has been asked to teach for Intel. Is knowledgeable about hardware, software, and networking.

P131.4 Several of our staff have applied to TLP. More teachers on staff are using technology more effectively.

P132.1 Ms. Black is the person we go to for advice about computer-related activities in our school. She is very knowledgeable and very willing to help teach staff members.

P132.2 As we expand in the area of technology, Ms. Black will be the organizational leader. The staff respects her expertise and recognizes her leadership in this area.

P132.3 Since Ms. Black was already in charge of our school's computer lab before her involvement with TLP, she is continuing in that capacity. She constantly engages her students in new activities and is full time in the classroom. I wish she was free more to work with staff!

P132.4 She has been a leader in bringing technology to the classroom. Because of her guidance and leadership, other teachers are more willing to try her techniques.

P133.1 Through our science program we were instructed by Kelly on "PowerPoint Presentation" so we could show our students in their science fair projects how to use this technology.

P133.2 Kelly has taught the whole faculty how to access STAR and accelerated reading program at our school.

P133.3 She is continually going to meetings and weekend demonstrations for teachers and coming up with new techniques. She is energy+!

P133.4 Our school was able to get nine computers for each of the 5 other science teachers because of her involvement.

P134.1 Her involvement in technology training is greater since she participated in TLP.

P134.2 She has contributed to informal leadership in this area.

P134.3 Focus is on technology and professional development.

P134.4 Students more familiar with information-gathering technology. Teachers more comfortable with technology.

P135.1 Luann is involved on the Middle School Study Team. They are developing a new schedule for our school. Students will have a different schedule for the 2001-2002 year.

P135.2 Luann has 8 computers in her classroom. Students in her class have done many research projects on her computers to include Internet, word processing, and CD research.

P135.3 Luann uses PowerPoint to instruct students. She has helped develop a new grading system with SASI even though there have been many problems with this system.

P135.4 I feel the impact to the district has been wonderful. Teachers have been given more collaborative time to work out what is best for students.

P136.1 David has become even more involved in staff training and activities with our computers.

P136.2 David has learned so much, and she doesn't hesitate to share all she can. Almost daily we hear from David concerning technology.

P136.3 We really tap David for help on computer (especially me!). He is very knowledgeable and so willing to help.

P136.4 David has constant contact with other TLP graduates. He shares anything he figures would benefit us. Due to these contacts we get lots of ideas!

P137.1 This teacher is a veteran professional who has a long-standing history of staff development participation. She was, however, very limited in the amount of technology she provided in her classroom, preferring paper/pencil activities to technology because she simply didn't have any prior knowledge about software, hardware, and using technology as a tool for learning. It has been a pleasure to see how the teacher has used the same enthusiasm for learning about technology as is seen in her classroom in other areas. The TLP program has re-engineered the way the teacher teaches.

P137.2 Probably the greatest factor here has been the teacher's willingness to participate as a teacher trainer. She has carried this role in our district in other subject areas of effective teaching, but you would never be able to get her to give training to her peers about technology. Her energetic personality has helped to change the way her building looks at technology as a tool for learning.

P137.3 This is an outstanding teacher who has long taught intuitively. The TLP has given her a larger toolbox from which to draw, however. Her organized, sequential style has been enhanced by TLP activities.

P137.4 The teacher is a tremendous asset to the district in terms of her leadership with her peers, many of whom have been reluctant to try new ways to learn and motivate their students. Students in the teacher's classroom have been exposed to computer lab regularly and have produced some fine products using technology. Secondly, the district has benefited because very positive publicity has resulted that is helping to reshape community perspectives about the quality of our school system now.

P138.1 Since attending TLP, Rebecca began her Master's degree program in technology because of the interest gained in TLP, and she already had a head start with learning so many components of technology. She has also redesigned many of her classroom activities around computers, incorporating them with almost all her subjects.

P138.2 She has taken on working towards a computer technology Master's degree program. She has attended a "tech works" workshop, which is a school-wide technology curriculum, to see if this program would work in our school. She is our school's computer technology facilitator who helps us out if we need it when using and incorporating computers in our classrooms.

P138.3 Computers have become a daily part of Rebecca's educational learning, from using it on a personal level for her own needs or for using it in the classroom for teaching students. She has taken on the entire computer technology on her own, and only because she wanted to, which led her to work toward her Master's degree.

P138.4 I truly believe that the training Rebecca has received through TLP has helped our school re-evaluate our technology curriculum as a whole. With her knowledge of current technology vocabulary, updating and usage, we are better able to utilize computers in our classrooms and know we are doing it correctly. Furthermore, her knowledge enables us as a faculty to feel competent using computers as we see fit and capable of doing for the equipment we have. Few of us teachers have the background necessary to really understand and properly utilize computers well, and her knowledge and assistance has helped us tremendously as a school.

P139.1 Progressed as a true leader with tech training and integration!

P139.2 Works more outside of classroom to share ideas with teachers.

P139.3 Much more confident in sharing ideas with others.

P139.4 Wow! Amazing impact. TLP grads are pushing the envelope in regards to using tech truly as a tool!

P140.1 Ms. White always takes the lead in staff training and development.

P140.2 Ms. White has assumed a leadership role in technology at our school. She heads our technology committee, has installed different programs for different teachers, and is always willing to assist any staff members with technology concerns.

P140.3 Ms. White has incorporated technology into her classroom in all subjects. We switch for SS/Science, thusly, my kids are able to access her computers and knowledge.

P140.4 More computers, more teachers who are technology wise.

P141.1 The only thing that really comes to mind is advice this teacher has given to other teachers in the building on their use of classroom technology, and the opening of this teacher's classroom for demonstrations of technology integration.

P141.2 This teacher's greater comfort with and expertise in the area of technology has been an example to the other teachers in our building...some were fairly "technophobic." She even encouraged 3 other teachers to apply for TLP grants last year and an additional applicant this year.

P141.3 This teacher has made and maintained connections with other teachers through TLP, and references teaching ideas and lessons she finds online or through listserve.

P141.4 As mentioned, others in our building have become more accepting of technology integration, have been more willing to embrace it in their teaching and classrooms, and have themselves applied for TLP grants on their own.

P142.1 Nancy has taken on the role of instructor for our middle school staff as well as Washington Elementary staff. Nancy was able to get seasoned instructors, white-knuckle computer users, to design and complete a homepage for each teacher who is posted on our district Web site.

P142.2 Nancy has served as the building's go-to person for questions concerning educational sites she became aware of through TLP.

P142.3 Nancy started out as a white-knuckle user when first introduced to the computer. Since that time and through her TLP training, she has become the resource for Microsoft Office programs as well as computer networking.

P142.4 TLP graduates have integrated technology into their classrooms and instructed students how to utilize technology to achieve WASL goals.

P143.1 My colleague has done various trainings with our staff due to TLP.

P143.2 My colleague oversees our computer lab and takes care of various computer problems.

P143.3 He integrates the computer into his curriculum seamlessly. He also received his Master's degree in technology.

P143.4 He has helped purchase several programs and new computers for our district.

P144.1 Christine really led our staff in pursuing the TLP Building Grant last year. In addition to this, she has provided technology integration classes in conjunction with a local university for staff. Major applications taught were Word, Excel, and PowerPoint.

P144.2 Christine, for a time, was involved in managing and updating our school's Web site.

P144.3 Christine pursues new technological activities, often choosing technology options during district inservices. She jumps in and has become an effective troubleshooter.

P144.4 Christine, via technology, is providing students with authentic learning opportunities and assessments that district personnel and the community are often invited to come and view.

P145.1 The confidence to teach classes for TLP. Willing to train peers.

P145.2 Constantly providing Web sites for teachers to use in their curriculum.

P145.3 Students greatly benefiting from development--learning to create Web sites—links—PowerPoint electronic portfolio.

P145.4 Students are more prepared to meet the challenges of today by being instructed using technology as an avenue. Curriculum integrated with technology.

P146.1 I have seen Susan training fifth graders on computers and also saw them do PowerPoint presentations to a group of teachers. She also trains the fifth graders how to work with teachers to incorporate technology into their lessons.

P146.2 Susan is one of the tech leaders in our school—everyone will go to her for advice/help with any computer questions or concerns. She is quick to let others use her computers (my class goes to her room every week for "computer lab time") or use her resources to teach.

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P146.3 I have noticed that Susan’s knowledge of computers and programs has increased since participation in this project.

P146.4 Susan is a great asset to our school district! She is a master teacher with much experience and incorporates technology into the lessons she teaches. She is a wonderful resource for other teachers and staff members. Her work on this project has enhanced her value to this district even more!

P147.1 Integration of latest Microsoft software as applicable to curriculum. Teaching both process skills as applicable with content focus. Innovative ways to teach. Excitement in teaching and being a leader.

P147.2 Chair for tech committee leadership. Regional coordinator—TLP. Summer TLP trainer.

P147.3 Pursued Master’s in online education. Co-creator of a WASL preparation for 4th grade math CD.

P147.4 Leaders in technology integration. Trainers for other staff in personal, professional, and integrated uses. Press releases locally. Partially impacted choice of teaching award at state level and Milkin Foundation.

P148.1 Diane has taken a leadership role within the 5th grade and within the building with regard to integration of technology into curriculum. She is very willing to share ideas.

P148.2 See above comment. (Diane has taken a leadership role within the 5th grade and within the building with regard to integration of technology into curriculum. She is very willing to share ideas.)

P148.3 Diane does focus more on professional development activities, which somehow integrate technology and curriculum.

P148.4 These grants have definitely allowed for “planned infusion” of technology into our curriculum. This has also helped motivate other staff when they see the excitement in other students.

P149.1 The teacher has become involved in training in the district. She is positive and comfortable in sharing her experiences in a positive/supportive manner.

P149.2 The teacher has a greater understanding of tech while working with the district tech committee. The teacher has also availed herself as a trainer in the district as part of her participation in direction setting.

P149.3 The teacher seeks classes that enhance her classroom.

P149.4 Other teachers have seen the positive impact in class as pertaining to tech. More staff members have applied for TLP.

P150.1 She has been a leader in the promotion of improved use of technology in our school and in the larger Montessori education community. This is shown by a willingness to train others, present information at national seminars, and her encouragement of fellow staff to seek training. She is also a resource for other teachers.

P150.2 See above. (She has been a leader in the promotion of improved use of technology in our school and in the larger Montessori education community. This is shown by a willingness

to train others, present information at national seminars, and her encouragement of fellow staff to seek training. She is also a resource for other teachers.)

P150.3 Don't see a distinction between this and question 1.

P150.4 Our private school has become much more accepting of technology in the classroom. The use of technology has increased.

P151.1 She is working hand-in-hand with our computer teacher to come up with ideas to be used with all of our students, not just the ones who are lucky enough to be in her classes. As a result, the computer classes have been greatly enhanced. She also helps in the training of our teachers.

P151.2 She has helped all of our teachers to feel more comfortable concerning use of computers, both on a personal and professional level. She has held workshops for our teachers to show how to more easily fill out report cards, which are in an Excel format. She has helped modify the design of the actual report card to make it more user-friendly.

P151.3 She is constantly designing her unit plans in a way to include the use of the computers in her classroom. She seeks out innovative ideas and shares them with others. She is never satisfied to settle for what she currently knows. Instead, she learns new things from other professionals and even from her own students.

P151.4 As TLP graduates move out into the districts, it has a ripple effect. As they gain knowledge, they dispense it to other teachers and students. We all benefit from this. On a personal level, as of four years ago, I could barely bring myself to turn on a computer. Now I can't imagine working without one. A great deal of that is due to the influence of Connie Jones, one of your TLP graduates!

P152.1 She has used her newly attained skills to do inservices for our faculty. She assists other staff members review software and set up hardware. She assists in software ordering and organization of what we have in the building. The TLP is a wonderful blessing to small, rural schools.

P152.2 Students have had online pen pals. Upper grade students have peer tutored lower grade students in online research. Students prepared PowerPoint presentations for open house.

P152.3 She has begun her Master's degree in technology. Her enthusiasm for technology has heightened everyone's involvement and interest.

P152.4 Parents have been enthusiastic about what their children are learning in tech. The computers and information have truly impacted our upper grades. She has helped us write smaller, local grants, which helped upgrade donated computers.

P153.1 The grade level and school have benefited from her involvement through staff and student training, and examples of work shared through the building. There have been increased opportunities for staff and students to integrate technology into the curriculum.

P153.2 More direct activities have resulted from participation in TLP. There is more access to new software, and more examples of instruction with technology.

P153.3 She continues to be actively involved in the professional opportunities brought about by the TLP.

P153.4 There are more proactive directions within our district, which I believe is a reflection of the individual's involvement with the TLP.

P154.1 Since Kay's involvement with TLP, she has promoted technology into the classroom. Kay has participated in leading staff training and development.

P154.2 Kay organized staff training as we have moved to a PC platform. She used strategies learned from TLP to teach and train staff with new software and computers.

P154.3 Kay has enrolled and is close to getting her Master's degree in technology.

P154.4 All of our TLP graduates demonstrate how to integrate technology into the curriculum. The more TLP teachers who are in a building, the more impact and influence on peers.

P155.1 She has presented various teacher inservices to share ideas and inform us.

P155.2 She works with her students to mentor my first graders using the Internet.

P155.3 Being part of the TLP, Rebecca was encouraged to pursue her Master's in technology.

P155.4 Her TLP has helped her to better prepare our 6th graders to enter the junior high.

P156.1 Increased involvement.

P156.2 Increased leadership.

P156.3 I don't know.

P156.4 Students are able to use technology with more sophistication. Our 6th graders put together PowerPoint presentations that are great. This would not have happened without the computers and training.

P157.1 Ms. Green has offered two computer courses for our faculty and is always willing to help with "technical difficulties." She is also considered our computer "expert" at school, even though we have a full time computer teacher.

P157.2 As stated above, Ms. Green has offered at least two computer classes for our faculty, which helped teachers learn to integrate technology into their curriculums.

P157.3 Ms. Green has much more knowledge and confidence using technology. She enthusiastically shares her knowledge and skills with our faculty and students.

P157.4 The students in her class are by far more computer literate than any other class in our K-8 school. Her students often act as peer teachers for other students. Her class has also completed numerous reports using technology, where other grades have not

P158.1 Since his participation in the TLP, Jim Wagner has been an active member of our school's Technology Committee. The committee works with staff training and the development and implementation of technology activities and lessons. I feel the TLP has helped Jim to be an influential member.

P158.2 Jim has led many discussions at our monthly tech meetings and has volunteered his own time to help other teachers in our building who need help in areas of technology.

P158.3 I believe as a professional educator, Jim Wagner promotes technology through leading by example. His professional involvement in school district activities has shown others that technology can and does work well with our existing curriculum that is required to be taught.

P158.4 I believe that our district's push toward obtaining more technology, making updates to the district's technology plan, and planning for future teacher competency tests in technology are a result of Jim and other employees in our school district participating in the TLP.

P159.1 No changes noted; the individual has always been eager to help with technology.

P159.2 We are continuing to look at new methods for remediating/advancing students who demonstrate the need.

P159.3 More awareness of the potential for technology in classrooms, both positive and negative.

P159.4 Great impact...this individual can contribute technological skills and troubleshoot as well.

P160.1 A lot more confidence and always willing to share anything.

P160.2 This individual offered services to our whole building. The students also were extremely eager and helpful.

P160.3 Held after-school opportunities for other teachers.

P160.4 This was a fantastic project! All grade levels were exposed to some awesome learning opportunities.

P161.1 Scott Flynn has always been very open with his colleagues regarding new learning and challenges. He is the reason I applied for TLP a year after he did. He is a visionary and yet practical, always involved in training in our building, district, and across the state and nation.

P161.2 Scott has been a lead instructor this year with TLP and has also been instrumental in training our staff as a building recipient of a Gates Grant.

P161.3 Mr. Flynn continues to grow through reading and participation. His teaching practices will be even better next year than they were this year—high praise for a state finalist for Teacher of the Year. I'm sorry if I sound like his mom, but this guy is unbelievable!

P161.4 Two building grants. Internal training through TLP participants. Great anticipation within our buildings for the use of technology. Students more prepared, or armed for the future!

P162.1 Janet has fully integrated technology into her teaching and into student learning in her classroom. She has encouraged other staff in her building and has served as an excellent model for staff. She has shared what she is doing in her classroom with others and has led others to apply for TLP.

P162.2 It was Janet who first raised the idea of an in-district version of TLP. She and two other TLP teachers have taken the lead in planning and instructing at our in-district session. Please see #4 at the bottom of this page. (TLP graduates have become the models for classroom teachers who effectively and appropriately integrate technology into teaching and learning in the Washington School District. We have adopted the TLP model and offer staff training based on TLP to in-district staff. Twelve staff participated last summer in one session. This summer we have two sessions scheduled to 24 teachers and 5 curriculum staff. It is difficult to overestimate the positive impact TLP has had in our district.)

P162.3 I did not know Janet well prior to her involvement with TLP, but she had the reputation of being a fine teacher. Since she has been part of TLP, she has continued to expand her skills and serve as a model and as a leader to others, especially in the area of technology integration and instruction.

P162.4 TLP graduates have become the models for classroom teachers who effectively and appropriately integrate technology into teaching and learning in the Washington School District. We have adopted the TLP model and offer staff training based on TLP to in-district staff. Twelve staff participated last summer in one session. This summer we have two sessions scheduled to 24 teachers and 5 curriculum staff. It is difficult to overestimate the positive impact TLP has had in our district.

P163.1 I believe we had a few inservices that were inspired by the TLP program. In fact I know we did because we had a presentation on the School Kit.

P163.2 I believe her students have benefited from the program.

P163.3 I believe she learned a lot participating, and I have tried to pick her brain when time permits.

P163.4 It certainly helped the district in that their tech dollars were used elsewhere instead of having to buy tech equipment for our TLP'ers classroom. And of course she ended up with more than the district would have provided so that was wonderful.

P164.1 Wendy is leading our facilitated lab on a bi-weekly basis and uses some of the training materials she got from TLP training. Facilitated lab is available to all teachers in the building.

P164.2 Wendy has been responsible for researching and purchasing software for the intermediate classes in our building. Her students have modeled use of technology projects in assemblies and shared with other students.

P164.3 Wendy has developed a vocabulary program used by many teachers throughout the school district. The students in her class are mentors to others in the building.

P164.4 She spearheaded and piloted the use of "Accelerated Math," a computerized math program, which is now used by the whole district.

P165.1 No change—training and development are not her responsibility.

P165.2 Increased use of Internet/productivity software in the classroom.

P165.3 More Internet-based/Office 97 activities incorporated into her classroom curriculum.

P165.4 Does not apply to our situation.

P166.1 Margaret has become a "regular" in every classroom here at St. Johns. She has made every effort to help guide and instruct her peers with our new "laptop" teacher program.

P166.2 Margaret has been a great inspiration to us at St. Johns. She offers wonderful ideas for projects and takes a leadership role in her suggestions and advice. She is confident, and I feel very comfortable with her ability to lead me and others in technology.

P166.3 Margaret is moving to junior high religion and will also become our vice principal. I believe this change is because of her leadership abilities and the development of technology (due to her motivation) in our school.

P166.4 (No response)

P167.1 Debbie has been actively involved in training other teachers about technology and integration into the curriculum. She offered a course for college credit to teachers in integrating technology into the math and science curriculum. She has also had teachers observe her classroom and modeled integration of technology to them. She is active on the school technology committee.

P167.2 Active involvement on technology committee and working with teachers on technology curriculum. She has encouraged teachers to participate in the TLP program and helped them with the application process. She has also made presentations to parents and school board on the value of technology.

P167.3 Debbie has grown professionally through her involvement in the TLP. She has gained a deeper understanding of the advantages and disadvantages of technology and has been a model teacher for technology at the school. She continues to grow in her own professional development and encourages others to grow with her.

P167.4 We have had others teachers apply for the TLP. Teachers at our school, along with teachers from other Catholic schools in our city took the course offered this past year on technology integration in math and science. Her expertise is recognized in the classroom and as part of the technology committee. Debbie has been a very positive influence for technology.

P168.1 Mrs. Nelson encouraged her fellow teachers to use the computer in the classroom. She was a great example.

P168.2 (No response)

P168.3 Mrs. Nelson has used computer technology in several projects with her students. Her students made slide shows using PowerPoint for their social studies and science reports. She taught her students to do research using the computers.

P168.4 (No response)

P169.1 (No response)

P169.2 Elizabeth has been a part of the Department of Integrated Technology this year (DIT), in charge of troubleshooting and software questions and program questions.

P169.3 Elizabeth has taken many tech classes offered by the district, and she also has her Master's in technology.

P169.4 I think that they have many more ideas and can help with curriculum ideas and the best ways to teach kids computer skills.

P170.1 Is very involved with numerous councils to seek school improvement.

P170.2 I have witnessed Mrs. McDermott teach lessons via PowerPoint, etc. A building leader integrating technology into the classroom!

P170.3 Has always been a very strong teacher and continues to be absolutely one of the best teachers on staff.

P170.4 Without a doubt, the more TLP graduates we have on staff in our district, the greater our kids benefit!

P171.1 Rachel has become the “techie” in our school. Not only does she use the computer, digital camera, projector, and all else in her classes daily, she has taught others, inserviced, and her students have hosted some stunning assemblies.

P171.2 Impossible to list. Her whole way of teaching has shifted. Her conversation with the faculty has opened doors/windows. Because of this we create our own yearbook. The kids in Special Education classes do PowerPoint presentations...and so on.

P171.3 What I see is that Rachel looks at things and asks “What if...”

P171.4 I think I’ve addressed that above. It is hard to say where we’d have been without it. However, I do know we have entered an exciting world, and a great deal of that is due to Rachel. Thank you so much for the opportunity.

P172.1 She has helped train colleagues during School Improvement days.

P172.2 She was a member of the technology committee for the past few years.

P172.3 She has integrated the computers in her daily classes.

P172.4 It has made us more aware of what’s out there and what technology we’re lacking.

P173.1 When our school applied for the Gates Foundation school-wide grant, this TLP graduate taught the committee members how to use PowerPoint for our presentation to the school board.

P173.2 This TLP graduate is an active and vocal member of our technology committee, helping to set priorities, and advocating for change in curriculum application.

P173.3 This TLP graduate uses technology whenever possible as a tool for student learning. She uses technology to give presentations to the school board. She has continued to hone her skills by attending classes and doing as many TLP activities as she can (training new TLP'ers).

P173.4 Last year, the seventh grade class made a PowerPoint presentation of their work for Project Citizen. They were completely under the direction of this TLP graduate. They won the state competition and placed 3rd in the nation! The students not only gained much technical knowledge but also grew positively as individuals. Their idea went on the local ballot in November and passed! Their success was written about in the local newspaper, and they still get calls for information! Also, teachers ask the TLP graduate for assistance.

P174.1 This individual has offered after-school trainings for staff on a variety of technology-related topics. She has influenced other teachers (particularly those with little technology experience) by supporting them on basic technology projects.

P174.2 This individual has been instrumental in technology leadership for implementing the accelerated math computer program in our school. She has also developed our elementary Web site and gathered resources to make it more effective. Her leadership and technology resources have made her classroom a model for effective technology use.

P174.3 This individual has been working on her Master’s degree in technology as a result of her participation in the TLP. She has gained the confidence and expertise needed to feel successful in a competency-based program.

P174.4 Our district was influenced most effectively by the use of the graduates as our staff development “experts” for technology. By keeping trainings “simple” and at an appropriate developmental level, the graduates were able to teach staff and students effective technology use.

P175.1 Lisa has led many of our training activities, even many other activities not involving computers. Her confidence level and ease in presenting I believe has come from the many times she has presented training dealing with her grant.

P175.2 Lisa is very much involved in activities with technology. I feel her training has given her confidence to teach others and give many of us individual help in software questions.

P175.3 Lisa has been very active in attending development activities. I see her try to gain even more knowledge of how computers can be used in teaching. She has branched out to learning how to use microscopes on the computer, which fascinated the students.

P175.4 Having Lisa go through this training and become proficient in many aspects of the computer has given the district and especially our building another person to rely on. Lisa has spent many hours helping me increase my learning and confidence in using computers in the classroom.

P176.1 Ms. Ford has become a very strong leader on our staff. She was the first teacher on our staff to develop Web pages as a class activity and become our resident Web page expert. She approaches technology with knowledge and confidence.

P176.2 Andrea’s classes were the first in our school to use PowerPoint presentations. She also taught the faculty to use PowerPoint for a school board presentation. Ms. Ford is a leader on our district-wide technology committee.

P176.3 Through her participation in TLP, Ms. Ford has truly honed her technological skills and put them to use for the overall benefit of the students in our district. She has learned new and innovative activities for the betterment of our kids.

P176.4 TLP allows more teachers the opportunity to become competent in technology. We have teachers on our staff whose knowledge was minimal. Some of them have become TLP teachers, and it has made them fully aware of the benefits of technology and its effect on students and learning.

P177.1 On a personal basis Janelle has been available always, for me to receive training on programs, which are coming on newer computers I’m receiving through the levy funds. She has done staff inservice demonstrations on School Kit, PowerPoint, and Word and hands-on workshops with the computers in her room (middle school staff of 8 teachers). Had she not shown how simple it was to use PowerPoint (for instance) I might not be using it.

P177.2 Janelle has done talks at PTA meetings, back-to-school nights, parent orientation nights to acquaint our community with innovation in technology being used here. With staff she has put much effort into preparing demonstrations of workshops to use our computers, and frequently her efforts have been sandbagged by administrative staff as being of lower priority than many items. I have not agreed with those decisions.

P177.3 1. She is very well acquainted with hardware we are now using—I was all Mac until lately, as was the whole school. 2. She spends hours working on preparing lessons involving the use of new hardware and software, which directly benefits my students and hers. 3. She is a chief advocate for change and development of our technological resources and skills.

P177.4 I'm not directly aware of the impact of others similarly trained, only that Janelle has made a significant difference in my methodology and curricular approach through her training.

P178.1 Mrs. Rose has become even more involved in being a leader for our district. Others look towards her for leadership in technology as well as other areas. More importantly, Mrs. Rose is challenging her students to greater heights of learning in her class.

P178.2 She has joined our technology committee. She is always assisting others with their tech needs and questions.

P178.3 She works harder and longer than ever before creating new and exciting things for her students to work on. I am concerned about her burning out.

P178.4 As of today we have 7 of our 21 staff members who are TLP teachers. Our students who have been fortunate enough to have any one of those are head and shoulders above those who haven't had any training. The training they get in one class helps other teachers get and expect more from them.

P179.1 As a result of my colleagues' (two teachers) training and participation in the TLP, she now integrates technology throughout the day. She is involved in training and development activities.

P179.2 Both TLP teachers provide extensive leadership in our building in terms of being role models and resources for technology use. Prior to TLP training, this was not so.

P179.3 They have led "mini" technology classes at our school.

P179.4 There is a lot of interest and excitement about applying for and helping to be accepted into TLP training. And with that, disappointment for those who apply and are not selected. Since 2 people have participated in TLP, some of the rest of us feel we don't have much chance for selection since our school has benefited once.

P180.1 Wow! How about changes to our whole school? Our two Gates teachers have caused such a chain reaction that everyone is involved with technology...assembly preparations with PowerPoint are fabulous! Our professional development classes are taught by staff sharing with other staff—our Gates teachers really shine here!

P180.2 Working on building plan to be put in place 2001-02.

P180.3 See #1 (Wow! How about changes to our whole school? Our two Gates teachers have caused such a chain reaction that everyone is involved with technology...assembly preparations with PowerPoint are fabulous! Our professional development classes are taught by staff sharing with other staff—our Gates teachers really shine here!)

P180.4 Continuous. Lead teachers willing to show others what is possible and it's doable—lighting the spark of revolution.

P181.1 Toni has been proactive in providing training for her staff. I believe this training has enhanced her confidence. She provides short mini-trainings each Tuesday and longer sessions after school. She has made it fit the teachers' needs. More offerings.

P181.2 She has always been a leader. The changes are subtle. She has more information to share--more enthusiasm for student projects and modeling what is possible in the classroom.

P181.3 Continues to be involved—no changes observed to my knowledge.

P181.4 Sharing ideas and information with other teachers/schools. Participation on district-wide committees and technology fair.

P182.1 Through TLP, Stephanie has helped train a significant portion of our building's staff. "Technology" days are greatly fueled through her. I myself have received significant training from Stephanie.

P182.2 Stephanie is definitely a leader in our school building when it comes to technology. Through TLP, she has gained the confidence and knowledge needed to help others.

P182.3 Because of TLP, I see Stephanie's efforts to improve her professional development increasing. She is currently involved in a new math technology program that will improve math instruction via the use of technology.

P182.4 Stephanie is now greatly involved in staff development days that involve technology. On such days, she typically is one of the main presenters and "teachers" for the rest of the staff.

P183.1 Mary has done a tremendous job of bringing our staff on board with training surrounding technology. She has offered after-school workshops, individual support, and presentations at meetings.

P183.2 Mary has always been a leader, but now has become our formal tech leader by taking/creating a half-time tech position and being the only staff member on our school/PTA tech committee.

P183.3 I think Mary has continued to immerse herself into technology as she worked with all the new computers and equipment supplied to her class. Her students are able to work on incredible projects due to these added computers and software.

P183.4 I hope that all schools have benefited from any staff who are participating in TLP, but I am not sure.

P184.1 Cheri has been consistently involved with multiple leadership roles, building and district-wide. Her involvement with TLP has only enhanced her expertise and leadership!

P184.2 She was key in training our school board regarding the beaucoup benefits of integrating technology.

P184.3 Same. She has remained consistently devoted to her professional development.

P184.4 I believe that our TLP'ers, district-wide, assisted our school board, support staff, and community in moving forward with a technology bond proposed for next year.

P185.1 Robert Ramirez has taken a huge leadership role in relation to helping others to rethink their use of computers in a classroom. He has encouraged our recent TLP applicant and has committed his time and energy to help others establish teaching stations/TLP style learning in my room as well. Because of his work, we hope to have one TLP room per grade level at our school by next year. We hope to have our official TLP applicant approved to help us to that end.

P185.2 Robert applies for grants and works for our school to promote the use of computers in every classroom, not just by teachers, but also by students. He is a dedicated leader in the technology area and works with individual teachers to put curriculum in place that enables students to work more with computers in a variety of ways.

P185.3 Robert has become increasingly adamant about changes in the curriculum that use TLP technology and has been paving the way by using it and leading others in the use of those computers in his room. Because of his example I WANT ONE TOO (a TLP room)!

P185.4 Our school has gone from a pretty traditional approach (labs with mixed use and a teacher's computer in each classroom) to a more cutting-edge approach that promotes, that really involves students in technical skills that will benefit their approach to learning in the future.

P186.1 This teacher has been more open to training opportunities and resources available for integrating technology into the curriculum.

P186.2 I have not perceived leadership activities as something this teacher pursues or is asked for from colleagues.

P186.3 This teacher has been re-energized as far as methods and resources are concerned. She is less textbook-bound and has developed far more interesting lessons than before TLP.

P186.4 Overall, the fine graduates had impact while they were here. Regrettably, three of them have moved on to other schools. Presumably, these schools are receiving benefit. We have 3 teachers who have "inherited" the project with NO TRAINING!

P187.1 As a result of the TLP, Kate has become a confident technology trainer for teachers in our building and our district. She has provided training sessions in the areas of Microsoft Word, PowerPoint, and Excel. She has demonstrated ways to integrate technology into the curriculum and acted as a Master Teacher and mentor for novice technology users.

P187.2 Kate has been a very important member of our technology committee. She has come to our meetings with new insights into current trends and technological advancements. Her input has allowed us to develop a technology plan that is visionary and drives our technology purchases.

P187.3 The TLP has given Kate ideas for professional development available outside our district offerings. These opportunities have enabled her to become a very knowledgeable Master Teacher. We are advancing as a staff because of her leadership in this area.

P187.4 Kate is very enthusiastic and is energized by the TLP experience. She is a role model for all building and district personnel. The district has benefited from her expertise and frequently asks her to train at workshops because of her high skill level.

P188.1 This individual leads staff technology groups after school on a frequent basis.

P188.2 This individual has a lead role on our building technology committee.

P188.3 This individual has developed new software that we are using in the classroom.

P188.4 Same as question 3. (This individual has developed new software that we are using in the classroom.)

P189.1 She has taken a lead role in our learning improvement team—facilitating our Gates Grant work and expenditures.

P189.2 She has incorporated PowerPoint presentations into her teaching practices—having students present to peers also, and she has the learning environment arranged so learners are using technology (Internet) to research topics.

P189.3 All of the above. (She has taken a lead role in our learning improvement team—facilitating our Gates Grant work and expenditures. She has incorporated PowerPoint presentations into her teaching practices—having students present to peers also, and she has the learning environment arranged so learners are using technology (Internet) to research topics.)

P189.4 A large impact—and the “cry” is out for more (training and hardware).

P190.1 Donna has done numerous training sessions and is now actually employed as a staff development person.

P190.2 Her enthusiasm for technology and its integration into the classroom was there since before TLP, but TLP gave it direction and justification, and with that encouragement, she was able to reach out to other staff members.

P190.3 She participated in the laptop conference as a presenter but hasn’t really gone after more professional activities than that (she’s got limited time—new mom!)

P190.4 We’re a single school. Our level of technology expertise and usage has increased with the first and second year TLP participants, but as the program expanded our later TLP participants came back less enthusiastic.

P191.1 Judy has worked with the other TLP teachers and our tech teacher to develop our middle school tech program. Her input and ability to put technology into practice is terrific.

P191.2 Judy leads workshops at our building. She recently led a session on using Word. She is one of our 5 tech leaders.

P191.3 Judy strives for more. She works with the other teachers teaching each other or herself.

P191.4 She is a role model. People want to do the things Judy does in her classroom.

P192.1 Routinely providing staff with training in trainee-selected topics and other selected areas as well. Martha serves as a positive model because she shows us what she is doing on her computer. She doesn’t just do a “here’s how you did” training, she shows practical for us to follow.

P192.2 Is the technology team leader for our building on our site team.

P192.3 Martha is very willing to answer questions and provide individual help for any and all staff members. She integrates technology into all of the learning in her classroom.

P192.4 Martha shows students, staff, and parents the value of technology in the educational setting. Her leadership style makes me want to do more with technology in my classroom.

P193.1 This TLP graduate has developed some excellent activities for her students. The use technology to create PowerPoint presentations and to prepare for the WASL tests.

P193.2 Not observed.

P193.3 Not observed.

P193.4 Not observed.

P194.1 I feel she is more willing and eager to learn more technology.

P194.2 This has been the biggest change. Our participant has her class very much involved in technology projects. She has grown very much in this field.

P194.3 I see a difference in her ability to integrate technology with her curriculum.

P194.4 She has influenced other teachers (not so computer literate) to try new technologies. Her class is far more advanced than other classes in the school.

P195.1 Kathy is available to teachers in the school and the district to provide activities and training and has provided workshops for certificated as well as classified staff.

P195.2 She has spent her own time meeting with the district's curriculum director in working with the district's technology plan and establishing curriculum needed for the district.

P195.3 She now includes technology in every classroom lesson and activity for the students. Her program has become very popular and sought after by parents and students.

P195.4 The opportunity to bring technology and computer skills to a district that otherwise lacks this kind of program has been the best attribute of the TLP. What a great opportunity for our school.

P196.1 Connie Mathews has given teacher inservices in Microsoft Office programs such as PowerPoint and Word and has given presentations about School Kit at staff meetings. She distributes "tip sheets" about programs we use and writes letters and articles to our staff about how we might use technology creatively.

P196.2 Connie already uses technologies that our school envisions in all classrooms. She has given an open invitation to observe the busy, productive activities in her classroom: Students creating PowerPoint presentations, spreadsheets based on research, and studying history and math through online reference sources and electronic resources such as Encarta Africana. Connie Mathews was also instrumental in developing our school's Technology Plan. She served as a consultant to teachers, suggesting programs and student activities that suit a teacher's curriculum. She helped individual teachers write technology plans and proposals for their grade levels. She worked with the district's I.T. Resource Teacher to develop a staff development plan. She wrote a vision statement to help the staff imagine what Washington K-8 School might look like if we were to make technology a focus. We just need more time with Connie, and more forums for her expertise.

P196.3 Connie never stops! She continues to seek applications of new resources to her own curriculum and advises and informs all of us about possible applications to ours. She keeps on looking and keeps herself and us on our toes!

P196.4 My goodness—how lucky we are to have in our building someone like Connie Mathews, so it can only serve the district as well, as word spreads from the classroom through the school, out to the community. Enthusiasm and commitment spread!

P197.1 I have only worked with Cindy Matthias for a year since I was a Gates recipient from a previous teacher. She has assisted me in many aspects of using the technology for science. We attended a Science Web sites workshop together in Portland—great ideas!

P197.2 She has gotten, as I have, a projector linked to the computers. This has allowed me to feed off her ideas in implementing the use of PowerPoint/SLIDE presentations that students develop.

P197.3 Cindy has been available as liaison (a great one) for the Gates Grant to our school. We are in the processes of faculty discussions on the 7 attributes to higher achievement. She has been a great coordinator/contributor.

P197.4 #3 above speaks to this! (Cindy has been available as liaison (a great one) for the Gates Grant to our school. We are in the processes of faculty discussions on the 7 attributes to higher achievement. She has been a great coordinator/contributor.) Our school is ranked around #3 in STATE TESTS—yet we see needs for improvement. The staff never sits idle and constantly is assessing themselves to get better than being very good already.

P198.1 Two years on the optimal Learning Network staff development program. Learning Network coordinator training Summer 2000. Connected mathematics curriculum training this year. Science department co-chair.

P198.2 Building Technology Team member. District technology retreat participant. District level presentation of student tech projects (“Webquests”).

P198.3 He has always been very involved in development activities. TLP has redirected his focus.

P198.4 TLP classrooms have been models for the merits of individualized high tech-based instruction and seen as a standard for additional locally developed tech-centered classrooms. Traditional computer lab-based tech instruction looks dated and inefficient in contract to what’s happening in TLP classrooms.

P199.1 Toni Taylor has provided technology training and service to staff members in the building. She has provided assistance in creating curriculum-using technology in my classroom.

P199.2 Toni has become the project leader for Gates Grant in our building.

P199.3 Toni has incorporated technology into her curriculum and is constantly seeking new ways to bring technology to her classroom.

P199.4 TLP graduates have brought the importance of technology across the curriculum to the forefront of discussion and funding to our district.

P200.1 Aaron has been extremely involved in training and development activities in our building. We have a full time tech teacher, and they have collaboratively worked at developing student/teacher programs in technology.

P200.2 Aaron has been a tech leader at staff development sessions. He led one on PowerPoint and also Excel.

P200.3 Aaron is probably the most prolific user of tech personally or professionally. He loves the laptop—it goes everywhere.

P200.4 Everyone wants to “be like Aaron.” His involvement and his students’ use of technology are contagious!

P201.1 Jan has always been a leader in training and development in our district. Since becoming a TLP teacher, she has moved naturally into incorporating technology into training. She worked with 5th grade teachers especially—bringing them into the program too.

P201.2 Jan teaches technology classes now for the district, which is a direct result of her TLP involvement.

P201.3 Jan constantly works to improve her technology skills, with extra work individually on programs, and then bringing these skills into her classroom. She really works to integrate technology into her classroom, which is a direct result of TLP.

P201.4 As a result of the TLP Foundation grants, our district has implemented its own version of the TLP grant. Teachers in grades 3-8 can now apply and receive funding and training that mirrors the TLP.

P202.1 Michele enthusiastically volunteered to conduct a workshop for staff on how to use MS Word during an all-day staff inservice in January 2001. She will be doing a follow-up training for staff in June. She also helped organize the January technology workshop.

P202.2 Michele is an active member of the Technology Committee and contributes good ideas based on what she has learned from TLP and her daily use of technology with her students. She also shares with parents what her students are doing with technology.

P202.3 Because of her participation in TLP and her “technology-rich” classroom, other teachers seek out Michele’s ideas and assistance troubleshooting tech problems. I have seen Michele’s confidence and creativity in using technology grow significantly these past 2 years.

P202.4 We are a small school; having two TLP graduates on our staff has a positive impact because other teachers can easily see how the TLP teachers are using technology in all the subject areas. People visit Michele’s classroom; she shares at staff meetings and on bulletin boards. Now all the other teachers long to have 6 computers in their classrooms.

P203.1 I think Grant’s involvement in training and development in our building is directly related to the skills and confidence he has gained in working with the TLP program.

P203.2 He now leads the Tech Committee in our school. He is role model, peer tutor, and resource for everyone in our building.

P203.3 Grant Jones serves as a resource to our principal and staff. He helps with tech presentations and gives workshops and inservices. He has become a leader in our school.

P203.4 The influence of TLP grads can be seen in the student growth in tech. Teachers are also trying to integrate technology and asking TLP grads for help in doing so.

P204.1 Christine has always been an excellent trainer in the area of technology. The TLP has expanded her repertoire of ideas and incorporated them into her teaching and training, e.g. scaffolding, curriculum by design, etc. Her intense exposure to all grade levels of teachers has added to her understanding of elementary→junior high→high school. She has increased her training of schools staffs and included topics such as School Kit, Book Adventure, Draw Tools, etc.

P204.2 Christine has become the facilitator of our school’s leadership team representing the area of technology. Her expanded knowledge has increased her technological “wisdom” and helped our staff make excellent decisions regarding hardware, software, and student grade level technology expectations.

P204.3 Christine is very skilled and has participated in the TLP both as an instructor and a regional coordinator. She has integrated technology even more into the curriculum as a direct result of the TLP meetings and sharing opportunities.

P204.4 A broadening of technology training ideas because of the influence of the TLP graduates in the district. Our Environmental School, with 2 TLP graduates, received a Gates Foundation School Grant this year.

P205.1 Terrie is sharing the projects with other teachers, providing them with ideas. She has developed longer-range projects because of the greater access to computers and other technology by her students. Her development of projects with planets and then participating in several NASA projects has become easier and a possibility because of the additional computers and the training.

P205.2 Terrie has always been a leader in technology! With the knowledge that she has gained with TLP, she has set up her classroom to use computers as a teaching tool. This provided a way for students to access more information during classroom time. Her projects completed by students became a teaching tool for other teachers. Her students are also sent to other classrooms to help with the technology and projects.

P205.3 I feel Terrie has developed more projects because of the increased knowledge and familiarity with the software and computers. With more computers, students are able to just do more indepth research. She has stretched herself and her students to find out more. Projects like Astro-Venture, which explores career choices, would be difficult in the limited amount of time in the computer lab. She has asked more of herself by developing new projects which asks more of the students.

P205.4 Terrie has used the computers and additional equipment and software to create a need and desire for the same kind of ability throughout the school. She has involved other teachers in projects, which has led to additional interest and initiation of new projects in other grade levels. She has also become a troubleshooter when there are problems with the technology, which makes the impact of technology easier on teachers. P.S. Thank you for sending Terrie. It has been GREAT.

P206.1 The person is actively engaging students with technology as a result of her training.

P206.2 District committee involvement. Staff leader in tech purchases and vision. CONFIDENCE to share and assist others as well as independently problem-solving tech issues for self and building.

P206.3 Her development has increased her confidence. Allowed her to be a building leader and guide for others. She has provided group and individual staff development.

P206.4 Inspiration and can-do attitude impacts district movement and support of technology use in elementary classrooms. The impact of this program is tremendous. The model to teach through engaged curriculum and share with peers is impacting our district's teaching and student learning.

P207.1 He continues to be a tireless leader for training and development. He has become more convinced than ever in the importance of getting all co-workers the training they need.

P207.2 I don't know if he could have become more involved in technology leadership. It has been his passion for 20 years. I think TLP has inspired him to get the rest of us more involved.

P207.3 He claims he has learned a lot each session. I believe him, but he was highly skilled to begin with. He works very hard at his personal and professional development.

P207.4 It has been huge. We have 2 school grants, and many people are excited about technology. More importantly, we are taking hard looks at what we are doing and whether or

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not it is effective. We are definitely changing the climate of our school and I believe at some point the district.

P208.1 Jim initiated a “technology assistance” program at a neighboring school in his district in order to help other teachers in that building with his expertise. He talked with the building administrator and was ultimately hired to be the building “Technology Advisor.” Then, on a regular basis, Jim would come around to each teacher in the building to see if they had any need of his assistance. If he were not able to handle the request, he would refer it to our local Technology Repairman.

P208.2 Prior to Jim’s initiation of the above assistance program, none of our buildings had such a position. We had to depend on one another for help, and often times we didn’t have the necessary knowledge. Jim also continued to demonstrate leadership as an instructor for district computer classes.

P208.3 Jim became aware of the technology needs of the elementary teachers and their students. He encouraged the teachers in different ways as they integrated technology that primary children could handle, such as scanning, opening and closing programs, saving to a file, retrieving from the file, printing, selecting the proper printer, inserting images, etc.

P208.4 The TLP grantees are so excited about what they can accomplish with the additional technology, and it spills over to all the staff. Recipients of other grants began working together with the TLP recipients and formed a sort of “technology support group.” We bounce ideas off each other and constantly depend on one another to grow in our knowledge of “Integrating Technology” into the classroom.

P209.1 Sue has been willing to train any colleagues who wished to learn more about her or her students’ use of technology. She has shown us how to integrate and enrich routine curriculum by taking existing lessons and developing a computer component to them.

P209.2 Sue has been one of the first teachers to be comfortable with everyday use of technology in her classroom. The modeling that she does for her peers with her own use of technology and that of her students shows us that it is entirely possible to do wonderful presentations and to create wonderful products with technology!

P209.3 I believe that her training has enabled her to see herself as a leader in this field in our school, which has increased her own self-esteem. She has been encouraged, in part because of her success in this area, to focus her professional development in the areas of math and technology through district committees, etc.

P209.4 I believe that our school district is anxious to move forward in its use of technology on all levels. The TLP graduates, because of their expertise, have been able to create a “grass roots” system through which staff and students in all schools will be exposed to and familiarized with technology usage in the everyday teaching environment. This has been very important because we had a long way to go!

P210.1 Activities: Technology training sessions for staff; technology training for students; development of instructional materials for his class; development of presentation materials; use of presentation device.

P210.2 Recommendations for computer programs; trainings of staff; knowledge shared with students; use of programs in class; use of additional electronic materials.

P210.3 Constantly learning new uses of programs; constantly updating tech; now has a Palm Pilot; uses tech in staff meetings and parent presentations.

P210.4 Developed instructional materials; general enthusiasm for technology with parents, students, and staff.

P211.1 Judy has always been a leader in our school, but now her leadership includes technology. She has been instrumental in helping other teachers learn how to use various computer programs to enhance their teaching.

P211.2 As mentioned above, Judy has been active in getting other teachers on board with technology, which has increased all teachers' use of technology in their teaching.

P211.3 The main thing I have noticed is how Judy integrates technology into so many of the things she was already doing. This has made these lessons and activities easier, more valuable, etc.

P211.4 We are not part of a district, but Judy's impact on the school is quite noticeable. Many teachers are interested in applying for the TLP grant and increasing their use of technology because of her positive influence.

P212.1 Laura has served as a resource/trainer in the use of PCs. She has worked with the staff on how to create lessons and presentations.

P212.2 Laura has taken a leadership role in our staff. She has shared opinions, tech expertise, and instructional strategies with staff, students, and parents. She actively assists and involved students she has trained in assisting teachers/students re. specific projects.

P212.3 Laura continues to take tech-related classes (PowerPoint, Windows, etc.). She seems very comfortable taking classes that she might have avoided before her TLP experience.

P212.4 The TLP graduates have served as examples to their peers that a Windows platform can be used effectively and with ease in a classroom setting. Our district has been using Macintosh OS in the classrooms up to this point but is now switching to PCs.

P213.1 Our staff has greatly benefited from the TLP graduates. He and his students have taught us many computer skills.

P213.2 His students have put on PowerPoint presentations for student body assemblies—please refer to #4. (As part of his activities, he has helped our district coordinator with our new Mac computer lab, networking software, and helped bring AR and Stars testing to our district.)

P213.3 He has taught classes to our teaching staff. His classes are geared to our needs as teachers. He is very knowledgeable and patient.

P213.4 As part of his activities, he has helped our district coordinator with our new Mac computer lab, networking software, and helped bring AR and Stars testing to our district.

P214.1 I feel that this person is a lifelong learner and that after the initial year of TLP training that pursuit continued.

P214.2 When asked, techniques were shared.

P214.3 After a very overwhelming year, I believe this person has done a fine job of finding the balance with computer use and teaching the curriculum at hand. This person uses the tools and skills of the computer to enhance the learning of his students and does not increase their load with technology but rather expands their knowledge.

P214.4 This person has a great deal of influence in the school district. His success is due to being a great teacher. The computers and the training have just added to his expertise and ability to enhance more kids' learning.

P215.1 She freely and openly volunteers to lead other staff through technology applications, PowerPoint specifically. This is used on a daily basis in her instructional program.

P215.2 Janet has been an active member of the district Technology Committee, led a group of students through Generation-Y, and provided a team-teaching workshop for all staff using PowerPoint techniques.

P215.3 Janet has taken the knowledge she gained from the program and has continued to expand and broaden her experiences, both using practical experience and sharing of her skills with other staff.

P215.4 The employee's self confidence in using technology as a daily teaching tool in the classroom is attributed totally to her involvement in the program.

P216.1 The teacher willingly shares more technology information at our staff and development meetings. She also has provided individualized instruction to several staff members.

P216.2 The teacher continues to share her knowledge with others. She also seeks out workshops to enhance her technology skills.

P216.3 Although the teacher's personal and professional development activities were already strong, she continues to get others involved in workshops and conferences.

P216.4 This program has enhanced technology offerings in our school and throughout the archdiocese. This becomes a win-win situation for students and staff.

P217.1 Takes a leadership role in helping staff with computer searches. Leadership in campaign for computers with Internet access in every room and has volunteered to help with teacher training.

P217.2 Presentations are backed with specific examples and invitations to use the computers with help. Sharing of classes and techniques at staff meetings. Suggestions of Web sites to supplement subject offerings.

P217.3 Confidence with technology—sort of 0-100 as to change in attitude and comfort level and confidence in sharing the information.

P217.4 Shows all teachers that we are "teachable" concerning technology. Set everybody up with e-mail accounts! Encourages everyone to use the computers in her classroom. Welcomes our students in groups and often uses planning time to supervise and/or help them.

P218.1 Mrs. Rogers helps other teachers integrate technology in their classrooms, as well as how to be more technologically literate. She also has taught teachers how to post assignments on the Web.

P218.2 Mrs. Rogers regularly provides Web site addresses to the staff that are related to various academic disciplines. She also encourages teachers to fill out grants.

P218.3 Mrs. Rogers continually takes courses related to technology. In addition, she integrates technology in her classroom through student activities and instructional formats. She also uses the Web as a way to communicate with students and parents.

P218.4 1. More knowledge related to grants. 2. More knowledge related to using the Web as a vehicle for communication.

P219.1 Allen has held classes for students and staff on the information he has learned. It has improved his classroom students' and school-wide students' computer skills. The staff has benefited from Allen's step-by-step approach. He has made technology easier for us.

P219.2 Allen is our technology chairperson for the staff/school. He has implemented many new programs in the building. With his expertise he has taught us how to use Accelerated Reader and teach it to the students.

P219.3 Allen has taken on Web site designs for our school and business. He also has been active in other classes to further his development in designing.

P219.4 The impact to the school has been tremendous. He has brought in new programs, such as reading and math instructional Web sites. Taught our staff and students how to fully use the computer. Brought in ideas and knowledge to update and buy more competent computers. He is an asset to our school.

P220.1 Mrs. Wilson is much more aware of learning opportunities for herself and others. She shares information with colleagues and expects to see them become involved in training and development activities. Her influence has been positive.

P220.2 Patty Wilson was/is and will continue to be the staff member most involved in tech activities in our small school. Her involvement has prompted others to explore the world of technology more fully. She expects others to communicate and learn with and from her and her students using technology. Patty promotes activities with staff and students.

P220.3 Patty Wilson personally and professionally "walks the talk." She influences her colleagues positively by specifically defining activities and limits for learning. At staff meetings Patty always has an item of technology-related instruction to share. She follows up with colleagues to see that they are trying tech options.

P220.4 As a small school, the impact of technology is considerable. The knowledge Patty brings to the staff has increased awareness, skill, and understanding of the need for technology. We are a window to the world from the Reservation and believe we can be a resource to/for others to understand more about us. Patty Wilson has made a difference in our school.

P221.1 Due to Lucy's background, knowledge, and experience with technology, she has become a lead teacher in our school for staff training.

P221.2 Lucy is a technology resource teacher in our building who is current with software and hardware innovations. She is an asset to our school. She has helped to shape our school-wide technology plan and serves as advisor on our technology planning team.

P221.3 Lucy has continued to develop her skills in this area since completing her Master's degree in 1998. She is conscientious about current information, research, and exploring new ways to use technology in the classroom.

P221.4 Students have benefited from the TLP-graduated instructor in the following ways. 1. Independence and confidence in their ability to use computers. 2. Helped in computer lab with primary age students. 3. Involvement with NASA/Langley Research program. 4. Detailed research and presentation projects for experience in classroom curriculum integration.

P222.1 Confidence was up. Ability to “catch on” to software applications went up. Enthusiasm for technology increased. Study time on computers increased. TLP participants (like Claudia) seem more “tech savvy” and really do use their machines appropriately, often, and well!

P222.2 Claudia was involved in district training with technology, teaching workshops to faculty, grades K-12.

P222.3 Claudia intentionally looks for appropriate use of technology as she crafts her lessons and units. She leads a Science Team and has incorporated robotics into her program. She was anxious about the PCs her first year but has grown by leaps and bounds over the next 2 years. It takes time to develop skills in using tech—and Claudia keeps growing!

P222.4 TLP participants spread enthusiasm about technology. I believe they use the technology well, so they role model the integration of this tool and therefore make the use of computers more appealing (and also less threatening to those who observe people like Claudia gain confidence year after year). Our TLP participants have all done teacher training sessions since the TLP classes.

P223.1 She regularly takes technology classes offered in district and also special workshops in the area.

P223.2 Kim has taken a leadership role on the technology committee. She has studied software suitable for our K-6 building (especially in reading and math), tried it out on her students, and brought the results to committee so we could decide if we wanted.

P223.3 Her focus on technology in her classroom.

P223.4 Kim’s classes have pioneered several types of technology software that are being adopted by other schools in this district.

P224.1 Candy Jones has increasingly encouraged more active involvement with the use of technology in learning. She constantly provides us with sites and info to promote technology use in the classroom.

P224.2 Candy makes use of technology in her presentations to our staff. She even presented in workshops conducted by our district (Marco Polo).

P224.3 Her workshop on Marco Polo was considered exceptional in its presentation and for what it contributes to the education of our students. She has and still does direct colleagues towards the use of technology in learning.

P224.4 Their students’ desire and enthusiasm for learning is clearly observed in their classrooms. Students are actively involved with the use of technology in the learning process. The students are finding learning and the process to be exciting once again.

P225.1 She has taught mini-workshops in the district. She has given individual help in many areas. I have learned from this training.

P225.2 She has been vocal in decisions being made in the district. Because of this training, the district listens to her ideas.

P225.3 I believe this training has opened up a whole new area in her life and professional development. She has looked at her curriculum in a different light—I can see growth.

P225.4 Anytime parents are pleased, amazed at what their kids can do, and are appreciative of the opportunities given their child—the school district is impacted.

P226.1 Uses PowerPoint for certain projects; teaches the use of spreadsheet in math class.

P226.2 Trained teachers at school to use educational software.

P226.3 Use e-mail to communicate with other teachers and parents; use computerized version of gradebook program.

P226.4 Students are very technology-savvy; students enjoy learning and are on task when using the computers in learning tasks.

P227.1 Brenda has always been a very strong teacher with good skills in lesson design and delivery. I do feel that there has been a change in the confidence she has in using the technology in the classroom. She has been able to integrate the technology into the classroom in a very natural and meaningful way.

P227.2 Brenda has been a greater influence on the staff. Her understanding of technology and how to best make use of available tools as well as troubleshoot difficulties has been a great advantage for the staff.

P227.3 I believe Brenda's involvement in the TLP has not only been very beneficial to her professional development, but has given her the encouragement and enthusiasm to seek additional growth opportunities. Her involvement in the program has also been an encouragement to other staff members as they seek professional growth opportunities in the area of technology.

P227.4 There have been multiple benefits to the school because of Brenda's involvement. Brenda has been a role model for other teachers as well as a fantastic resource. Her leadership abilities and willingness to help others have created the positive impact in the school that we were hoping for when she first applied for the grant.

P228.1 Mrs. Hunt's technology and instructional skills have greatly expanded, thanks to the TLP program.

P228.2 Mrs. Hunt is our school's technology leader and is also a leader at the district and state level on the use of instructional technology.

P228.3 She regards the TLP program as the most meaningful staff development program she has ever participated in. She obviously attributes her professional growth to the program.

P228.4 The TLP program has made an incredible impact to our school and district's instructional program. I'd love to see all our teachers have the opportunity.

P229.1 Ms. Hall did lots of computer training and development activities with her students. Her 6th grade social studies class did Western Hemisphere MS PowerPoint presentations, while her 7th grade social studies created Eastern Hemisphere PowerPoints, Siberia brochures using MS Publisher, and constructed and read graphs in preparation for the WASL. Her 8th grade social studies did a yearlong research paper written in a magazine format, which used MS Word documents and Internet research. The students also used Word to write reports, which were presented, to the public.

P229.2 Ms. Hall helped me, a new teacher, by peer-mentoring me on computer hardware as well as software applications. She was a tremendous help in aiding me in troubleshooting

computer problems in my classroom, as well as suggesting lessons I could use utilizing computers in my classroom. We worked together on the 8th Grade Exit Project magazine.

P229.3 Ms. Hall has taken classes in the use of PowerPoint and Excel in the classroom. She has also taken numerous district technology classes.

P229.4 The 8th Grade Exit Project, which Ms. Hall created and implemented, has made a fundamental impact to the school district because the project is a requirement for graduation out of middle school. Finally, it has been a huge impact to the school district's students and teachers to simply have access to computers with Internet with which to perform in-class technology activities.

P230.1 I still remember Karen's excitement as she revolutionized her classroom after receiving the TLP grant! Out went outdated atlases and encyclopedias. Stations for technological work were arranged and wired. These stations became the "center" for small groups of students. In addition, she could readily incorporate word processing, publishing, PowerPoint, and a myriad of technologically based research without worrying about enough time for all students to access that technology.

P230.2 Karen's involvement with our own technology committee expanded after receiving her grant. She worked closely with this group to improve our computer lab, update software to support curriculum, expand AR (Accelerated Reader) throughout our school, and effectively troubleshoot problems.

P230.3 Not only did our staff and students benefit from Karen's ever-expanding technological expertise, but so did the entire district. Karen helped to organize a "Computer Club" for our students—an enrichment "club" which met before school and was supported by parents and staff. She also organized and taught staff inservice classes devoted to improving our understanding of various software applications. This role expanded to district-wide classes—"tech stretch."

P230.4 If you consider the impressive list above, you can easily see the incredible impact that TLP graduates have in our district. Enthusiasm, increased (and shared) expertise and active problem-solving as well as teaching all of us to be more able users and teachers of technology, are true testament to the improvement TLP graduates like Karen Smith provide.

P231.1 Val is the trainer for the whole staff and encourages us to take advantage of any district-wide staff development opportunities.

P231.2 Val Younger has taken over the leadership role for technology in our school. She is called on constantly to fix computers and printers, and has encouraged several of us to apply for grants.

P231.3 I think she has become very comfortable with her area of expertise. She plans to teach some technology classes at summer school.

P231.4 Val is the only one I know. She is involved with the district technology committee, and I'm sure will have an influence on the decisions the district makes concerning future technology directions.

P232.1 Kim has been participating in staff development training of other staff in the building.

P232.2 Kim serves on our technology team, which makes building decisions regarding curriculum and hardware.

P232.3 Kim has integrated technology into her instruction on a daily basis.

P232.4 TLP teachers are helping to train others regarding the use of computers and applications.

P233.1 She is extremely confident in all areas of technology. Formally and informally she assists staff members on a regular basis. She is helpful and knowledgeable.

P233.2 She offers to help out with various technology projects.

P233.3 She has increased her involvement in all professional development.

P233.4 She has brought about an awareness of technology possibilities.

P234.1 Uses technology regularly in her classroom. A resource to other teachers. Regularly sends and shares excellent educational Web sites with other staff members.

P234.2 Ditto (Uses technology regularly in her classroom. A resource to other teachers. Regularly sends and shares excellent educational Web sites with other staff members.)

P234.3 Ditto (Uses technology regularly in her classroom. A resource to other teachers. Regularly sends and shares excellent educational Web sites with other staff members.)

P234.4 Inspires other teachers to try teaching strategies and techniques using technology. Encourages others to use computers more in the classroom. Teachers expanding their technology knowledge by utilizing TLP experts.

P235.1 Very active now in helping other teachers use classroom applications that kids can use. She helps with training sessions even when they are not her own.

P235.2 She has a lot of ideas at tech meetings about how to handle problems in school and district implementation of programs.

P235.3 In our teaching area, her ideas of how to blend and use tech differently than we have in the past have been very helpful. We can now try more and different ways to teach and assess a unit.

P235.4 We all are getting a lot more help and ideas. It helps us stretch and makes us more open to other new ideas.

P236.1 Mr. Haroldson is a technology leader teacher and staff trainer for our school and for the Washington School District. He completes his staff development training on a rigorous weekly schedule. Every teacher in our district who pursues tech advancement learns skills from Mr. Haroldson.

P236.2 Mr. Haroldson leads our tech committee for school-centered decision-making. He participates in the development of staff and student curriculum. He is called upon for leadership at the district level.

P236.3 Mr. Haroldson understands the “big picture” and can plan and implement ideas that impact curriculum and staff training at the district level.

P236.4 Mr. Haroldson’s influence and his teaching have permeated our district.

P237.1 This teacher is always ready and available to share everything she has learned with other staff members. She offers her classroom computers to other classes to use for training sessions without hesitation.

P237.2 Our entire school has moved forward by the example set by the 2 teachers who completed TLP. They both lead by putting on school assemblies that showcase their students' work on PowerPoint.

P237.3 I feel her attitude towards learning more technology skills is much more open, and her willingness to jump in and try new projects is an example for the rest of our staff.

P237.4 These people lead the way. We have not yet received our levy money to upgrade our school, but our staff sure understands what to do and how to do it when they receive the new technology next year.

P238.1 Michelle is continually looking for ways to improve. She looks for classes that are related to the integration of technology.

P238.2 (No response)

P238.3 Michelle is always looking for ways to increase her knowledge of the frameworks/EALRS and how to integrate technology into the teaching of the EALRS.

P238.4 Michelle's leadership has impacted the school district. She has taken several leads in committees and projects. She is now pursuing her administrative credentials.

P239.1 Ms. Edwards has taught her junior high students to use the Internet for research and how to put everything on a Web page so that teachers could easily access material for their classes.

P239.2 The only activities I have been able to see are those involving her students and their Internet instructions to me and my class (grade 2). She also made a math Web page to help the teachers in the school to select a new math program.

P239.3 Ms. Edwards is always trying new ideas. The program she began with students mentoring other students was a direct result of participation in the TLP.

P239.4 Because the older students now feel so competent on the computers, they are imparting this feeling to the younger children and the staff.

P240.1 She made important contributions to list of needs for the technology committee to act upon and assisted with workshops and training for school staff.

P240.2 After her TLP training, she became a strong advocate of integrating technology in the curriculum throughout the school by lending support during meetings and planning sessions.

P240.3 She continues to take classes through the local ESD and also workshops in technology given at her school.

P240.4 She has become a strong advocate of technology in education by pioneering the use of new software, presentation devices, electronic portfolios, etc. with an enthusiasm that has inspired her colleagues to follow her lead.

P241.1 The TLP grad is an "in-house" tech trainer. Staff go to this person for support.

P241.2 Person is working with other staff—especially in the lower grades—to use technology in instruction.

P241.3 Part of our school's tech team.

P241.4 Huge change (increase) in classroom and students' use of technology, i.e. cooperative learning, teamwork, organization of research from the Internet, and motivation to learn.

P242.1 His growth in leadership is directly related to the program. Since TLP he has taught technology during the summer, presented at conferences, and has integrated curriculum with other teachers.

P242.2 The staff looks towards his ability to help with their technology needs. Makes himself available to help others even though he doesn't have release time.

P242.3 Seeks out ways to continue teaching others about integrating technology into the curriculum.

P242.4 The TLP training has furthered our goals of integrating technology into the curriculum. Without the excellent training our teachers are getting through your program, our school would not be where it is today.

P243.1 This individual has used her talents and knowledge to informally help others on campus become more techno competent. Has participated in school technology inservice programs.

P243.2 (No response)

P243.3 Considerably more use of technology in classroom setting. Confidence!! Enthusiasm!!

P243.4 (No response)

P244.1 Has the equipment and skill to help both in personal tech development and classroom tech development and offers that help readily. This was not possible before TLP.

P244.2 Enthusiastically encourages others to get tech skills and the building to get tech equipment.

P244.3 Attends tech workshops in addition to attending Gates workshops.

P244.4 TLP teachers make other teachers aware of the practical applications of tech in the classroom that can improve educational quality and enthusiasm.

P245.1 Mary has conducted many technology "mini-sessions" with staff here at Washington. These include, but are not limited to, School Kit, Book Adventure, use of draw tools and most importantly, emphasis and examples of technology integration within our existing curriculum. Project-based lesson design tied in with state EALRs provide tremendous motivation for teachers and students.

P245.2 Mary leads our technology work team. She also serves on the building leadership team. Her knowledge and up-to-date expertise is invaluable. She has been instrumental in helping direct our focus as we go to a PC lab next year. She offers unique insights into what students really need to come away with from their use of a computer lab.

P245.3 Participation as both an instructor and regional coordinator for TLP. Continuation of integrating technology even more into the curriculum as a direct result of TLP. Sharing project-based lesson design. Providing examples and assistance to colleagues who are integrating technology.

P245.4 Mary makes a tremendous impact not only at our school but also on a number of occasions when she has worked with other schools as well. This is primarily in the form of integration training on teacher workdays when Washington teams up with other neighborhood schools in our area. Environmental School with 2 TLP graduates received a Gates Foundation School Grant this year.

P246.1 She has been more apt to share what she has learned about technology.

P246.2 She has been involved at the district level and has taught classes.

P246.3 She has always been outgoing and so funny! She has been a great resource for technology.

P246.4 She has been instrumental in the spread of technology in the district.

P247.1 Has encouraged district to move to use of PCs. Led instruction of various use of PC on staff training days. Created interesting hands-on lessons and thematic units. Addresses concerns about info on Internet not always the “truth”—comparing sources and extending to real-life lessons.

P247.2 Step-by-step instruction. Sharing ideas. It’s a learning experience to be shared by teachers and students. Research tools.

P247.3 PowerPoint presentations. Scanning. This person’s comfort and confidence has created a willingness to take risks and using the computers by other staff members and students.

P247.4 School board presentations. Improved student knowledge and use of computers. Web sites for parents to check out re: events, teacher info, project assignment info. Communication has improved all around. We have stepped up to meet needs of the modern world. The doors are wide open to new knowledge and opportunities.

P248.1 He was already very skilled. He has led our school through technology development and getting us on-line finally.

P248.2 Technology leader of school. Teaches computer class to teachers in school.

P248.3 Already skilled computer user, he implemented and developed applications of lessons learned in TLP trainings.

P248.4 Able to advise staff of tri-school group on computer acquisition and implementation of programs.

P249.1 I went into TLP with little computer experience or knowledge. TLP gave me confidence and excellent training. I now mentor other teachers who lack experience or knowledge. I have worked with my teaching partner (a TLP graduate) and have learned more from him and have been able to support him by offering help to those who are not as confident.

P249.2 I am teaching more technology in my classroom. I am more confident in my computer skills. I am not afraid to try new ideas.

P249.3 I’m teaching more technology skills in my classroom. I’m more confident in my computer skills. I’m not afraid to try new ideas.

P249.4 We have a tri-school partnership. The group that trained in Summer '98 had a big influence on future staff trainings and computerization of more classrooms.

P250.1 Inspired leadership growth. Sharing with other teachers.

P250.2 Works with tech committee to set policy and procedures for our program, which now has one computer for each student in grades 4-9 and networking, which was nonexistent.

P250.3 This teacher has grown tremendously because of this and other research/in-service opportunities.

P250.4 We are truly using tech as a tool for teaching. Our students are capable and proud that they are working in this new millennium.

P251.1 Kim always shared information and knowledge that she gained from her training that could be implemented with my students. She usually came back from her training sessions excited about what she learned and ready to share.

P251.2 Kim saw how powerful getting this grant was and helped teachers on staff write their own grants and also co-wrote a grant for our school.

P251.3 Again, Kim always shares her expertise with others and is always willing to help others and explain info at staff meetings.

P251.4 Our district has benefited by acquiring several computers and training for the teacher. Because of this, our students are reaping the benefits.

P252.1 Sara Hazeltine has always been a highly respected educator in the Washington School District, serving in a variety of curriculum leadership positions and teaching assignments. She has been a valued and trusted colleague. However, her participation in the TLP through the Gates Foundation has really served to develop, enhance, and supplement the use of computers, specifically, and technology in general, at all levels within our school and with all teachers and students, regardless of his/her level of expertise. Sara offered a school-wide inservice for classified and certificated staff, all functioning at various levels of computer competency. She led us through a variety of activities, including those which involved scaffolding techniques to build lesson plans and curricular structures using templates and introduced us to Schoolkit and other invaluable programs. Each of us, with Sara's leadership and guidance, came away with increased understanding and lesson structures individualized to the specific needs of our own classroom.

P252.2 Sara has almost single-handedly developed a core of students whom she has trained as "tech kids," literate in a variety of computer skills and competencies and able to troubleshoot problems and difficulties which might arise in the computer lab or in the computers in our classrooms. These students have a helpful and problem-solving approach and a sense of pride in what they do. This program is a direct result of Sara's instruction. In addition, Sara works collaboratively with our computer lab instructor and the other TLP participant in our school, in developing a scope and sequence and Essential Learnings in Technology, both in terms of committee work at the district level and site decisions at our school.

P252.3 We are all so isolated in our classrooms at school—busy with our students or planning to be with them. We seldom have the time to have any lunch, much less to have meaningful conversations with our colleagues. Since Sara's participation in TLP, she has made every effort to encourage and support us in our use (for some of us, a somewhat fledgling use in terms of range and depth) of technology, both in a collective and individual sense. She has become interested in assisting us in the layering of our own abilities and activities with technology and in leading us in sending our students to higher levels of competence and

understanding. From a personal perspective, I have a passionate interest in literacy development—the building of strong writers and excellent readers who read and write for a variety of purposes and audiences and will do so in a life-long way. Sara has taken the students of mine fortunate enough to go on to her class and extended these language skills to the next level; multimedia presentations which build upon existing language skills in important, highly significant ways, extending language learning in new and relevant ways.

P252.4 Sara has been a leader—sought out and highly admired—in the Washington School District in the area of technology. Her involvement in the TLP has increased and solidified her expertise to an even greater extent in terms of her leadership at the district level. Sara is a key player in curriculum development relating to technology. Her unique perspective as an elementary educator, a college teacher for WWU, major planner for state computer conference, and TLP participant allows her to see technology education from many angles and makes her an invaluable mover and shaker in the area in our district.

P253.1 Cheryl has been a great asset in our building with being willing to share her new wealth of knowledge. I am always in her room, being a first year teacher, and she has introduced me to many new and exciting ideas to integrate technology into our curriculum.

P253.2 Cheryl has begun to take a leadership role with the new technology in the building. Just this year, we purchased a computer projector. Cheryl took the time to learn how to operate the equipment, and then shared this with the staff. She is now constantly using this equipment in her daily lessons.

P253.3 Being that I am a first year teacher, I have not had the privilege of working with Cheryl prior to her TLP experience. What I do know is that she is constantly learning and sharing that knowledge with the staff openly. I believe that this drive to learn is what makes Cheryl one of the most amazing educators in this field.

P253.4 The impact on our district with overall Gates funding has attributed too much of our technology success. Cheryl is one part of the whole that allows Washington Public School District to be a leader in our state.

P254.1 Mrs. Jones has been involved in many training and development activities since her attendance at TLP. Specifically, she has trained our staff in Microsoft PowerPoint and Word and has been instrumental in training staff for our conversion to Windows NT and is helping train all staff on Grademachine and WebWise.

P254.2 We are in the process of training and implementing a new reading program titled Academy of Reading. Mrs. Jones will be a key leader in creating a program where all our struggling readers can access this program. As a TLP recipient, Mrs. Jones' presence in this program creates instant credibility. She is seen by our staff as a resource and easy to work with.

P254.3 I believe Mrs. Jones' participation in the TLP has launched many professional development activities for her. She is often asked to present workshops and classes for teachers. In these presentations, she consistently utilizes technology as an instructional tool. She definitely models what she has learned. Also, our district has asked her to be a technology trainer for many of their summer courses for teachers.

P254.4 Mrs. Jones is one of our district's top leaders. The TLP program has given her even more credibility as she trains to become an administrator. Our district is committed to her development as a future leader, and I know she will emphasize the utilization of technology with the staff of her future school.

P255.1 Tami Smith has designed and implemented a staff development model within our building that is a replica of the Gates training. She mapped out a 10-week course of study integrating instructional technology with the EALRs as the backbone of the program. Tami used “Understanding by Design” as the framework for this weekly instruction. When asked by our superintendent “What would it take...?”, Tami clearly articulated staff needs based on her experience as a TLP trainer. This pilot was funded and is currently under review as the prototype for our school district. Additionally, Tami offers frequent staff overviews of Internet resources that her students have found particularly beneficial as they focus on their learning.

P255.2 Tami co-chairs our building-level Technology Team and is serving as one of our building Technology Facilitators. Her skills as a consensus builder has kept our team on track with the task of making building-wide decisions that prioritize and promote the use of technology as a learning tool for both students and staff. Her knowledge of how teachers successfully structure project-based learning experiences for students serves as a guide for planning units of instruction and lessons. She assists staff with technical troubleshooting, networks with our district-level Technology Services Department, and provides curriculum demonstrations to parents, staff, and community members.

P255.3 Tami Smith provides on-site consulting services for our staff! The teaching and learning strategies she uses within her classroom offer other staff members the opportunity to observe first hand the types of student engagement that increase performance. Together with her students, Tami has created a tech-infused environment that gives the whole community a picture of how tech can be used to maximize student achievement. As a member of the District Technology Committee, Tami advocates for additional resources to plan quality staff development as a central element to our long-range plan.

P255.4 Tami is an active participant as a member of the Citizen’s Advisory Committee. Currently, our school district is placing a technology bond before the citizens. Tami is conducting in-home Neighbor-to-Neighbor Tech Talks, campaigning actively within the community and hosting a Technology Open House later this week to invite the community into the classroom. Her influence and excitement greatly impacts the key decision-makers within our community. Tami has the respect of her colleagues, inclusive of building staff, board members, and central staff personnel. She is currently networking with our grant writers to construct a request aimed at acquiring resources to move forward the goals and objectives stated within the District Technology Plan.

P256.1 This individual has developed effective leadership skills through TLP. She has provided our staff with several training sessions this year, which have been extremely helpful. Her sessions are well organized, user friendly and apply to a wide variety of skill levels. She has provided excellent technical support for our building. She has been a resource person to help us integrate technology into curriculum. Our building has never had this level of support and expertise available to us.

P256.2 She has grown professionally as a leader. Her self-confidence has increased; she initiates curriculum changes and offers suggestions to improve our technology skills. She has been an asset to our building.

P256.3 (No response)

P256.4 (No response)

P257.1 TLP graduate has been an active participant in training staff and students. He has become “the guy” to go to for computer understanding and skill development. It has been VERY exciting to see all he has given the kids in the use of computers. He has offered “mini” courses to staff on various skills throughout the past few years.

P257.2 He encourages people to look into TLP grants and has enthusiasm and excitement for the program. He has made the computers in our building accessible and available for staff and students.

P257.3 Has continued to be an active participant in TLP. Seeking training positions and using his skills to teach others. The confidence and skills gained through TLP has made him choose to pursue other opportunities to learn more and offer this knowledge to others.

P257.4 WOW! For the kids it has been a HUGE impact. They are creating projects, researching, and gaining computer skills that enhance their learning. As each school has sent people to TLP, parent groups and other staff members has seen the benefits of TLP and are seeking out training in their buildings. This is a GREAT program!

P258.1 Has taught power point, Internet usage, and digital camera usage to other staff. Is always open and excited about passing on what she has learned to others.

P258.2 Besides taking this training back to her classroom she has provided several training sessions and opportunities for other staff to learn from and use her training.

P258.3 This teacher used little technology in her classroom before becoming part of TLP – mostly due to lack of proper training and adequate equipment – She continues to update her training in this area and is SO excited about the work she is doing.

P258.4 Every sixth grade student is trained and produces research, power points ... this continues with them as they move into the Jr. High and High School responsibilities. The TLP has provided the teacher training and equipment to develop a very exciting program that provides students with a very solid foundation to build upon.

P259.1 Paul Olson uses his computers to better teach his class of functionally academic special education students. He plans lessons and activities that include the use of technology. He enriches the lives of his students through computer use.

P259.2 Being trained by TLP has made Paul a huge asset to our school technology committee and to the school as a whole. He helps to trouble shoot problems and to connect the other teachers to wonderful sites online and other helpful venues.

P259.3 Since Paul was very involved in the love of technology before his training; I haven't seen many changes in his development activities. He is always finding places to go that will better his knowledge of technology.

P259.4 Mr. Olson is known in our district as a very helpful individual, but that was a fact before your training. The training has provided him with information and skills so that his expertise is more refined and his helpful nature can be tapped into. He has taught classes to the faculty of this school, as well as others.

P260.1 Ashley is very knowledgeable about computers and has been immensely helpful in integrating technology into our curriculum. She frequently refers to training she received from the TLP Project.

P260.2 Ashley has been very active with classroom teachers as a designer and consultant on student technology projects. She frequently encourages teachers to use technology as a way to showcase students' work. She is very enthusiastic.

P260.3 Ashley is constantly seeking new ways to implement new ideas using technology. She then shares her experiences with the rest of the staff.

P260.4 TLP graduates have had a very positive impact on implementing technology in our schools. Technology takes many different skills and it's not easy to use. TLP has provided the missing piece. I hope your organization will continue to fund and promote this program for schools.

P261.1 Better understanding of use of computers in the classroom. More curriculum involvement using computers. More organized in use and maintenance of computers.

P261.2 Ability to teach peers. Offering help and suggestions for staff on computer use.

P261.3 Went beyond the school to teach other teachers. Became involved in offering training to others as well as getting more training.

P261.4 Teachers became more aware of opportunities for computer use.

P262.1 Ms. Knowles' involvement in TLP has enhanced OUR staff development. She has provided in-services as well as vision for technology in our building.

P262.2 Provides vision and assisted in developing a long-range building plan.

P262.3 Has made connections not only in technology but also across curriculum areas to integrate.

P262.4 Has provided district level staff development.

P263.1 Ms. Hall has done a remarkable job by bringing other staff members on board. In fact with the integration of technology she has designed a reading program to assist low performing students. This program is a model for the rest of the district.

P263.2 She provides direction on our technology committee for long-range planning

P263.3 (No response)

P263.4 (No response)

P264.1 I taught with Karen and she has always been an excellent teacher. TLP allowed her to fully embrace the integration of technology into her teaching and into student curriculum. She has become highly skilled in creating integrated curriculum and in supporting her students as they learn to use technology. She has shared what she has developed with other staff.

P264.2 Karen has taken a lead role in delivering technology staff development in our district. Karen worked with me last summer teaching two weeklong training sessions. She has also offered two of our "Tech Stretch" sessions during the school year, and will be teaching three weeklong sessions this coming summer.

P264.3 Karen continues to develop her personal skills and to share those skills with other staff. I know she is interested in a change and wish I had the funds to hire her full time to work with me in delivering technology staff development in our district.

P264.4 TLP graduates have become the models for classroom teachers who effectively and appropriately integrate technology into teaching and learning in our school district. We have adopted the TLP model and offer staff training based on TLP to in-district staff. Twelve staff participated last summer in one session. This summer we have two sessions scheduled to train 24 teachers and 5 curriculum staff. It is difficult to overestimate the positive impact TLP has had in our district.

P265.1 Steve has made a significant contribution to teacher understanding and use of technology / computers in our building. While we have a staff member who is responsible for our schools' technology program, even he counts on Steve's knowledge base to troubleshoot problems beyond his (the tech specialist's) ability level. Steve is always willing to assist others!

P265.2 Because of Steve's skill, he was the first teacher at our school to have students set up Power Point presentations for Open House one Fall. He was one of the first teachers in the district to have students do a multimedia presentation to the school board.

P265.3 Steve capably and confidently provides technical training to his peers. While he has always been willing, I'm sure the skills gained during training activities have strengthened his knowledge base.

P265.4 The greatest impact of Steve's knowledge and skills has been his contribution to the work of the school and the district.

P266.1 Debbie has been actively offering classes to our staff (building and district) during in-service days and when interest arises. Debbie has been a positive influence on our classroom teachers in language arts to design computer-integrated curriculum. The grade seven blocks have extensively used technology in Science, Language Arts and Social Studies.

P266.2 The teacher has collaborated with other staff in classroom activities using technology. She has encouraged student technology use throughout the school. She is currently working with students and staff in developing a web page for our local museum.

P266.3 The classroom teacher has become more dependent on technology software to strengthen her curriculum around the EALRS and WASL preparation. She has become a more flexible, diversified teacher with instructional skills that guide students rather than lecture-based.

P266.4 The TLP graduates have become the core teacher influencers to other staff, students and community in technology use. They have opened their classrooms to the outside for observation and have generated progressing teaching strategies that benefit this District. We have more LTP staff involved 2001-02 and this again will enhance student learning opportunities and teacher growth.

P267.1 Rich's involvement with the Learning Network and a teacher leader in our building contributed directly to his involvement in TLP. Computers and assessment of students in a formative manner are driving the restructuring of his teaching.

P267.2 Rich has become more of a leader in our building. He recently served as Science Department Leader. He also did a district level presentation of student projects (web quests) by Advisory students.

P267.3 In Summer of 2000 he went to Learning Network Training. For the past year a teacher leader has supported him.

P267.4 The spread the word about technology in the classroom by providing demonstrations of its power with students.

P268.1 Had gained enough expertise with Microsoft Word and PowerPoint that she felt confident to teach a workshop for staff. Has volunteered to help others staff with their technology questions.

P268.2 Is a more active and knowledgeable member of the technology committee. Willing to let other staff occasionally use the equipment in her room. Does seem somewhat impatient with other staff that are less technology savvy.

P268.3 Has higher expectations for students to integrate technology into projects and guides them how to do this. Uses PowerPoint for presentation for staff and parents. I am surprised that she hasn't added to the schools' web page or made a class web page perhaps your training didn't include web page construction.

P268.4 Certainly a plus to have two staff members with lots of technology expertise to inspire others and help do training for staff. Students and Parents are very enthusiastic about the "tech rich" classrooms.

P269.1 Michele has enthusiastically shared information about this program and has been instrumental in encouraging others in the district to apply. I know that she has utilized her training in the program to develop numerous curriculum units utilizing her computers and software.

P269.2 I'm not sure what you are asking? She has not taught other teachers about the program other than what has been mentioned in other questions.

P269.3 I used to see Michele's class at the computer center on occasion, but now, every time I go by her classroom, she has groups of kids working on the computer! She is really enthusiastic about the learning that is now possible and constantly shares her "new" ideas with other staff members. She is constantly reminding all of us, "You guys just have to try this! It's fantastic!"

P269.4 Many parents have expressed a concern about the minimal use of technology in our district. Because of the teachers who have participate in this project, the administration has seen a HUGE number of teacher request from parents who wish their children to be in one of the "classrooms with all the computers in them" as a result, the district is increasing budgets to provide more computers and software for all the buildings – something we have had little support for in the past.

P270.1 Students do more class work on computers. Students are well trained to help other students with projects.

P270.2, P270.3, and P270.4 (No response)

P271.1 She has tutored individual and small groups in many different applications. These have included but are not limited to: grade programs, word processing, desktop publishing, presentation devices and options.

P271.2 Has become a leader within our building for supplying resources, materials, web sites, conferences, and lessons. We look forward to her gems of wisdom and assistance.

P271.3 Has become an advocate for technology in the classroom. Has become a driving force for the technology plan for our building. Has demonstrated involvement in many of the available on-line sources such as Learning Space, Copernicus, School Notes, and EdGate. A great model!

P271.4 Integration of technology into the curriculum has impacted the school district, as this individual has become a model or some of the curricular changes the district is currently undergoing.