

**COMPONENT C: EVALUATION****Central Virginia Consortium Consortium**

For each OBJECTIVE in the Project Summary, please complete the chart below to detail your evaluation process.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Evaluation Process</b>	<b>If COMPLETED or ONGOING, list the Evidence of the Impact in the classroom</b>	<b>Discontinue</b> <b>If DISCONTINUED, how was it determined that the STRATEGY was not working</b>
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<p>1.0. Encourage effective integration of technology resources and systems with the curriculum.</p>	<p>1.1. A total of 300 teachers will participate in Central Virginia Consortium's technology infusion training in Summer 2004.</p>	<p>academies will be offered during the summer of '04. (June 28-July 2 and Aug. 9-13) that are content and/or grade-level specific; several locations in the consortium; two subject categories - Math &amp; Sciences, Language arts &amp; Social Studies; and 5 topics - concept mapping, information literacy, developing higher order thinking using spreadsheet, using imaging and video in instruction, and video streaming integration - making a total of at least 60 3 to 5 hour workshops in summer, and a minimum of 30 workshops during academic year; and teachers will receive a stipend of \$20 per hour for participating in summer workshops. From our year 1 experience, we will target only middle school</p>	<p>Formative evaluation provided by workshop participants following completion of the workshops, by survey. Summative evaluation of self-perceptions of changed integration knowledge and skills (pre-post workshop survey); telephone interviews of 50 randomly selected teachers to determine extent of use of technology during the academic year (end of each semester) (MERC)</p>	<p>ongoing</p>	
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		1.1.2. A training committee of consortium members will be formed in March to develop a training plan and disseminate plans and contract with vendors/partners of projects to offer specific workshops: Staff of WCVE, staff of SMV, Faculty of VCU, Longwood, and VITAL staff from UVA and VATEch	Evaluation personnel from MERC and Longwood will work with the Evaluation committee of CVC to assure appropriate evaluation activities.		
		1.1.3. A letter of appreciation will be sent to Hanover School for in-kind services to host the central registration database to be available to all participants and member divisions will have a link to the registration/web site of CVC	Evidence of letter and agreement		
		1.1.4. An employee from Hanover schools will be contracted separately to create the web site and registration database	Evidence of web site: cvctech.org is in construction		

		<p>1.1.5. Training workshops in the summer and at least two workshops every semester in six different locations will focus on imaging, data-analysis, video streaming, concept mapping and information literacy skills; the project director will work individually with the high needs school systems to offer additional training and support. School divisions will continue to work with the teachers who have access to Smart Board and handheld devices by providing training and instructional support.</p>	<p>Document participation in workshops and conduct interviews with workshop participants on the extent to which training was incorporated into instruction. (once in late winter)</p>			
		<p>1.1.6 Projection system for middle schools will be purchased for teachers to check out from the media center (at least one per grade level by year 4 of this grant project)</p>	<p>Inventory log maintained by Richmond City Schools</p>			

		1.1.7 Instructional resources for middle schools will be purchased: At least 16 video streaming licenses and 1700 Inspiration licenses	Log of use by United Streaming and installation of software report from school divisions			
		1.1.8. Richmond City Schools will administer the project and contract services of Dr. Talaiver from the Science Museum for project management.				

	<p>1.2. Provide support to teachers, media specialists, and administrators to ensure infusion of technology into instruction through establishing a CVC-trained teacher as a mentor/model teacher in each middle school in Year 2 and in each high school in Year</p>	<p>1.2.1. Mentors will receive a stipend of \$1,000 for services such as attending training, completing graduate courses, and supporting teachers in each middle school. Graduate courses for earning a certificate are: (1) Developing Visual literacy (2) Teaching and Learning with Productivity tools (3) Video in instruction (TV, digital video etc, digital story telling projects etc) (4) Developing and implementing e-learning (designing online courses; instructional design principles) &amp; (5) Innovative instructional strategies using the Internet (Online course) Other courses will be taught in Summer 2004, Fall 2004, Spring 2005 and Fall 2005 .</p>	<p>Interviews with mentors 3 times during the year - beginning, middle, and end - to determine the effectiveness of the training and extent to which actual activities have been engaged in classrooms (MERC). Evaluator ratings of artifacts for each of the rubrics will be organized and managed in a management and reporting system (Longwood). This system will be used to pilot the inter-rater reliability evaluation and will collect VDOE Framework data required for the grant reporting process. Evaluators will use the management and reporting system of the web-based database to rate approximately 50 artifacts per rubric. Evaluator ratings of artifacts will be moved to SPSS for analysis of the</p>		
		<p>1.2.2. Tuition will be provided for certification classes to be offered through VCU.</p>			

		<p>1.2.3. Mentors will conduct onsite workshops and provide support to teachers in their buildings throughout the school year; at least 40 hours of mentoring (at least 10 two-hour workshops in a year; the rest can be used for workshops; working with teachers in team meeting; online mentoring; supporting school leaders in developing technology plan for the school; showcasing teacher created resources for the rest of CVC members; communicate with Dir of technology and CVC director about excellent instructional practices so that we can capture them on video for our performance report; a log will be maintained by the mentors to track time, activities, and progress</p>	<p>Interviews with mentors three times during the year - beginning, middle, and end - to determine the effectiveness of the training and extent to which actual activities have been engaged in mentoring and support; analysis of log and activities of mentors; feedback from teachers</p>		
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		1.2.4. Mentors will complete an electronic portfolio of their work. Mentors will be encouraged to use the JMU database on ISTE NETS.T and complete the certification process.				
	1.3. Develop a web site to support teachers and provide instructional resources	1.3.1. Mentor portfolios and Lesson plans will be posted as models for other teachers and at least 50 additional lesson plans will be created by trained teachers.	Document the number of portfolios and lesson plans posted as models and determine the extent to which these portfolios and lesson plans have influenced teachers to better integrate technology into their instruction (Longwood's rubric)			
		1.3.2. Online support will be provided by mentor teachers in Year 2 through email.				
		1.3.3. Careful planning will occur during the "03-'04 school year to develop an online support system for teachers. _ documentation - meeting minutes, discussion with vendors, price quotes from vendors				

<p>2.0. Establish research-based instructional methods that can be widely implemented as best practices.</p>	<p>2.1. Design and implement an effective assessment plan for technology integration to ensure that the middle school teacher mentors meet or exceed performance standards for planning and implementing technology-based learning activities that promote student achievement</p>	<p>2.1.1. Use the assessment database created by James Madison in conjunction with Shenandoah valley consortium for mentor teachers; use the evaluation instrument created by VCU/MERC as pre- and post-test to compare the teacher profiles.</p>	<p>Pre/post survey of level of technology integration of program participants. Survey is continued from last year to provide longitudinal data (MERC)</p>		
	<p>2.2. Evaluate at least 30 teachers who attended training workshops for technology integration and application of the skill learned.</p>	<p>2.2.1. A rubric will be developed for evaluating technology integration by a sub-committee of CVC members by August 12, 2004.</p>	<p>Participation of evaluation personnel in the process of determining the rubric. Interviews with 15 evaluators in the use of the rubrics to document technology integration and application of skills emphasized (spring) MERC &amp; Longwood.</p>		
	<p>2.3. Provide training workshops for at least 30 administrators</p>	<p>2.3.1. Topics of workshops will include evaluating technology integration, school-based data analysis using Excel (data retreats), and overview of available software. There will be a minimum of three workshops for the consortium.</p>	<p>Formative evaluation data will be collected from workshop participants at the end of the workshop to determine workshop effectiveness. Administrator surveys or interviews will be conducted to determine the use of knowledge and skill obtained in the workshops (spring).MERC</p>		

	2.4. Provide support for teachers who participated in CVC workshops to develop at least 50 lesson plans	2.4.1. The fifty lessons posted by participating teachers will be evaluated by teacher mentors before the posting on the CVC website	Monitor the process of evaluation by teacher mentors and summarize evaluations (Longwood & MERC).			
	2.5. Sustain and strengthen the organizational structure for working together where school divisions in the consortium support each other	2.5.1. Mentor cohort groups will be formed in each division and they will use one of Listserver options to continue discussion and networking.	Extent of continued discussion and networking completed during the year, measured by mentor interviews conducted in late spring (MERC).			
		2.5.2. Cvctech.org website will be available by April 2004 and will be maintained by the appointed person to share information about member divisions.	Document development of the website and determine usefulness through surveys of technology coordinators and a random sample of mentors and teachers obtaining training.			
		2.5.3. Central registration database will be available by May 1, 2004 and each member division will add a link to the cvcwebsite from their respective teacher site and offer consortium workshops in various locations so that teachers can visit another division and meet teachers of the consortium schools.	Documentation of the development and use of the registration database; survey of division technology coordinators and teachers to determine usefulness (MERC). (fall 04 and spring 05)			

		2.5.4. Consortium members will continue to meet at least once a month to monitor the progress of the consortium activities and to share innovative ideas, practices, and resources among each other				