

Cover Letter

George Sanchez Elementary
101 Technology Lane
Austin, TX 00000
May 12, 2003

Washington Mutual Community Relations
3200 SW Freeway
Suite 1330
Houston, TX 77027

RE: Professional Development of Teachers

Dear Committee Members:

In our efforts to achieve the rigorous teaching propositions developed by the National Board for Professional Teaching Standards, the members of the Professional Development Component for Technology Planning at Sanchez Elementary School would like to submit this proposal for your consideration on behalf of the staff, students, parents, and administration of George Sanchez Elementary. George Sanchez Elementary School is a public elementary school in Austin, Texas, serving children in grades pre-kindergarten through sixth grade. One of our primary goals is to encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State and local education agencies. Our Professional Development Components seek to enhance ongoing professional development of teachers, principals, and administrators, by providing constant access to updated training and updated research in teaching and learning through electronic means which ultimately impacts student academic achievement and ensures timely information on managing and monitoring of student learning.

According to 2002 state data analysis of student composition, George Sanchez Elementary has a total enrollment of 588 students representing a large population of minority and economically disadvantaged students. Fifty-three percent of the student population is Hispanic, fifty-one percent are considered economically disadvantaged, and more than 30 percent are limited English proficient. Our teaching staff consists of 40 teachers, sixty-nine percent of whom came through the teacher education program before technology training was part of the teacher certification performance standard. Surveys of teacher use of technology at Sanchez Elementary have indicated that although most teachers on our campus use technology in some form, over eighty percent are not using technology as a teaching tool in the classroom. In order to achieve our goals and accomplish the standards set forth by the National Board for Professional Teaching Standards we believe it is imperative that ongoing professional development in technology be pursued and documented to best accomplish teaching using best practices.

Our project consists of several training components which help develop and maintain a high level of technology proficiency of all staff members, as well as providing ongoing support once teachers have gone through the training modules. At Sanchez Elementary we want to avoid the common mistake of not providing enough support for our teachers after their initial training during implementation phases of technology integration. Therefore Sanchez Elementary will need to develop such components for training such as Tool Training, Curriculum-Focused Software Training, Help Desk, End Users Support Training, and an Annual Technology Academy.

Our proposal requests funds to supplement our state and local funding of professional development. Your institution's support in professional development of our teachers will empower us to develop a comprehensive and ongoing training system that will enable us to have technologically proficient teachers who develop technology rich lessons with authentic learning tasks and projects where students will utilize their creativity, collaborative, and problem solving skills while raising their academic achievement levels as well as enhancing their own professional growth and working with their peers to improve school performance.

Thank you for considering the request of the George Sanchez Elementary Professional Development Component of the Technology Planning Committee. We envision this collaborative project to enrich the lives of our students and empower our teachers to raise the level of their teaching and their students' learning.

Sincerely,

Professional Development Team
Technology Planning Committee
George Sanchez Elementary

Grant Proposal for
Technology Staff Development

George Sanchez Elementary,
Mustang Independent School District

Washington Mutual Foundation
<http://www.wamu.com/servlet/wamu/index.html>

May 11, 2003

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Abstract

Sanchez Elementary School is embarking on an aggressive plan to address the challenging and diverse needs of its students in the twenty-first century. We will provide a comprehensive curriculum that fosters effective communication, creativity, critical thinking, and problems solving. The effective use of technology is an integral component and requires careful preparation. It will serve as a tool that supports quality instruction and improved student achievement. After surveying our teachers and reviewing TAAS scores, Sanchez Elementary would like to give our teachers an intense staff development program to meet these challenges. An annual technology training projects will prepare our teachers to integrate technology into the curriculum, sharpen technology skills, and cultivate new skills. The curriculum focused training project will be designed to integrate software and the Internet into classroom learning activities in the subject areas. "Power users" will take part in the end user support training. The selected teachers will serve as resource guides for the integration of technology and the Internet into the current curriculum. To streamline administrative duties, staff will learn to use current technology effectively through tool software training. This will allow for more time on teaching and developing curriculum. These training components in our professional development projects will serve to enhance the effective use of technology by staff, students, and administration.

We expect such involvement will have four positive aspects:

- 1) develop the integration of technology into the curriculum
- 2) develop higher levels of technological skills
- 3) maintain and refresh technology skills
- 4) provide training on new products and equipment

We plan for our project to have five major components:

- 1) Survey all teachers to identify current technology skills, integration capabilities, and target on specific technology needs.
- 2) Implement and update requirements for educator preparation and professional development to align the use of technology with local, state, and national standards and curriculum.
- 3) Develop a comprehensive technology staff development plan and explore technology sessions that will meet the needs of our personnel.
- 4) Conduct the Technology Academy, Curriculum-Focused Training, End User Support Training, and Tool Software Training for our teachers to explore and develop technology skills that will be implemented into the curriculum and increase proficiency. The focus will be on active-learner, project-based curriculum that is relevant, collaborative and authentic in real world application.
- 5) Review and survey personnel to ensure training, support, and equipment are meeting their instructional and classroom needs. Track the increases in level of campus technology use. Campus Administrator and Technology Coordinator will observe and evaluate technology proficiency level of personnel. Through the assessment and surveys, develop components for the second year professional development projects.

For the academic year of 2003-2004, Sanchez Elementary School is requesting \$12,000 to fund the resources needed to fulfill the professional development projects requirements. We estimate a total cost of \$25,700 for the professional development program of which \$13,700 is already pledged by our local school district and area businesses.

Professional Development Project Introduction

The learning community of Sanchez Elementary School is committed to aggressively address the challenging and diverse needs of our students in the twenty-first century. Technology use is a catalyst for changing our school in ways that better support the acquisition of higher-order skills by all students. Use of technology can have a particularly significant impact on the schooling of economically disadvantaged students. These student's educational experiences frequently have stressed repetitious rote drill on lower-order skills, with relatively little attention to areas of comprehension, problem solving, composition, and mathematical reasoning that will support both higher education and effective functioning in the real world. The effective use of technology is an integral component and requires careful preparation. It will serve as a tool that supports quality instruction and improved student achievement.

After surveying our teachers and reviewing TAAS scores, Sanchez Elementary will develop an intense professional development program. In the past, technology staff development programs have had a "sink or swim" mentality with courses being taught in a traditional manner, workshops or sessions teaching a skill or technique. The courses were useful in delivering training to teachers on how to use a certain technological tool or application but research has shown that very little of this training is being carried over into the classroom. Teachers forget how to use certain aspects of their new learning and/or do not feel comfortable using their new knowledge. Our approach will incorporate a formal and informal format. This new paradigm will assess individual teaching styles and identify ways in which technology can enrich the teaching process. Our teachers will increase proficiency in their technological skills and develop strategies that will be integrated into all phases of the curriculum. Confidence levels will increase by the collaborative, reflective, and coaching support. With technology-qualified teachers, our students will improve achievement and successfully enter the global community.

George Sanchez Elementary TAAS* data indicates that several areas need attention to improve scores. TAAS results revealed that our economical disadvantaged population is lagging behind in the areas of reading and math. The special education population shows an unsatisfactory performance compared to other populations. Based on these occurrences, the staff has made the following general recommendations to raise our TAAS scores.

- Support and train teachers on assistive devices, software, and technology for special needs students.
- Adapt technology in a project-based, learner-centered curriculum to increase TAAS reading scores to 90% and math scores to 80% in all categories.
- Adapt technology and software in the curriculum to continue the upward movement of writing scores.

The Sanchez Elementary staff in conjunction with the Technology Planning Committee envisions a technology-enriched curriculum that will help our students develop critical thinking and cooperative skills. These skills will be needed for our students to meet the needs of a global society. Our first step is to educate and train our teaching staff. The

professional development programs will give our teachers the support, strategies, and practices to change from a teacher-centered to a learner-centered environment.

*Specific data can be obtained by accessing the Sanchez TAAS Scores found in Appendix Two.

About Our Organization

Sanchez Elementary School
Mustang ISD
Austin, TX
Travis County

Chief executive officer.

Aziz Bin-Taleb
Principal, Sanchez Elementary School
Phone: (512) 577-Aziz
Fax: (512) xxx-xxxx

Demographics of the population served by this program.

Age: Pre K-6
Ethnicity: White, Hispanic, African-American
Gender: Male and Female
84% Economically Disadvantaged; 49% Middle Income Level
Free or reduced lunch program: 50%

Names and professional/personal affiliation of board members.

- | | |
|-------------------------|--|
| 1. Aziz Bin-Taleb | Principal, Sanchez Elementary School |
| 2. Kimberly Fuller | Business Representative |
| 3. Joan Wilmes | Community Representative |
| 4. Shametria Routt | Teacher, Sanchez Elementary School |
| 5. Wako Takahashi-Welch | Parent-Teacher Organization, Sanchez Elementary School |
| 6. Pamela Grieve | Student Representative, Sanchez Elementary School |

List of Washington Mutual employees who are involved with our organization.

1. Kimberly Cook, Austin- Advisor
2. Abraham Apuan, San Antonio- Advisor
3. Gilbert Martinez, San Antonio- Advisor
4. Edgar Vasquez, Waco- Advisor

Attachment: IRS letter granting our organization tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Needs Statement

Sanchez Elementary School is a public elementary school located in Mustang ISD in Austin, Texas, with an enrollment of 588 students. Our student population reflects the diverse multiethnic community of Austin, comprising a minority population of sixty percent. Technology in the classroom has been shown to have a particularly significant impact on the education of minority, economically disadvantaged, and disabled students. Sanchez Elementary is currently embarking on an aggressive plan to address the challenging and diverse needs of our students through the effective use of technology. Our goal is to increase academic achievement at Sanchez Elementary with technology in ways that provide quality instruction while supporting the acquisition of higher-order skills by all students. We envision our school as a community of learning where students obtain competitive skills, become life-long learners, and prepare to function effectively in a technological society.

To use technology effectively in the classroom, educators need to be fluent in and fully understand the uses of current technology that support pedagogical and curricular issues. They must enhance their skills through development programs, collaboration with their colleagues, and partnerships with the community. In order to achieve this, there is a need to provide staff development that enables educators to plan, implement, and revise technology enhanced curriculum. To meet this end, educators in our school need staff development to learn how to use new software, integrate it into the current curriculum, and create new, engaging curriculum. There is also a need for staff development in the area of information sharing and collaborative work with peers.

Sink or swim...in the past teachers have had to fend for themselves regarding their professional development. It is time for staff development programs to be designed for more than one size fits all. Sanchez Elementary wants to provide a development program that will sustain our teachers in technology and help them develop curriculum with motivating, integrated technology applications. This will enable them to help our students become problem solvers, critical thinkers, decision makers and proficient users of technology.

Statement of Goal and Objectives

Goal:

By the end of the spring semester 2004, Sanchez Elementary will raise test scores, implement a technology-enriched curriculum, and meet state technology standards through professional development technology projects.

Objective 1:

Conduct a Technology Academy that will develop and increase teacher technology skills.

Objective 2:

Implement curriculum focused training to guide teachers in the technology integration of curriculum and learning activities.

Objective 3:

Administer End User Support training for experienced teachers who will serve as a support and guide for our novice users.

Objective 4:

Develop a hands-on program that includes applications training, information sharing, and integration of technology and Internet resources into the curriculum.

Objective 5:

Conduct a Tool Software training project for teachers to develop time saving skills that will increase the time for teaching and developing curriculum.

Methods & Schedule for the Project

The technology planning committee has identified the following two phases to achieve its objectives.

Phase I - Assessment

This phase includes completing the hardware and software specifications and assessing campus technology staff development needs by the principal and the technology coordinator.

Phase II - Technology Staff Development

Upon completion of Phase I, the principal and the technology coordinator will work together to define the training requirements, and then implement the training program.

Timetable (milestones)

Phase I	Summer 2003 - Fall 2003
Phase II	Spring 2004

Schedule:

May 2003	Revise and complete the grant proposal
July 2003	Grant awarded
July 2003	Advertise position for a project coordinator and a professional trainer
August 2003	Selection of candidates
September 2003	First round of interview
September 2003	Final round of interviews
October 2003	Hire a project coordinator
October 2003	Teachers_ self-evaluation of technology Proficiency.
October 2003	Technology proficiency pretest
November 2003	Assessing campus technology staff development needs
November 2003	Develop hardware/software requirements
November 2003	Purchase equipment
November 2003	Prepare room for the training program
December 2003	Delivery of Equipment
December 2003	Set-up equipments
December 2003	Based on the teachers' self-evaluation, the Project Committee will plan for topics to be covered in the program
December 2003	Create database to keep track of teacher involvement.
January 2004	Hire a professional trainer
January 2004	Set a schedule and sessions for the training.
February 2004	Implement session 1: Curriculum-Focused Software Training (two weeks)
February 2004	Implement session 2: End-Users Support Training (two weeks)

March 2004	Implement session 3: Network Management and Support Training (two weeks)
April 2004	Implement session 4: Tool Software Training (two weeks)
May 2004	Finish the training sessions for teachers for 2003-2004 school year.
May 2004	Compare teachers involvement statistics.
May 2004	Compare teachers score differences.
May 2004	Final evaluation of staff development projects

Evaluation Criteria & Process

The purposes of this project are: (1) to provide new and updated training to the staff so that newly adopted technologies and tools can be utilized fully; and (2) to provide training for new users to the system. Thus, it is crucial for the administration and the project team to assess the progress and effectiveness of the training.

The evaluation will be conducted both formative and summative methods. For formative evaluation, the administration will conduct a staff survey on how the skills and knowledge are effectively utilized and how the training increased the efficiency in terms of use of the technology in the school two times a year. These surveys are also crucial to ensure that training, support, and equipment are meeting their instructional and administrative needs.

For the summative evaluation, specific goals, objectives and criteria established by the administration and the project team are used to indicate the success of the project.

Each staff member's training will be recorded and used to provide an ongoing, customized training program. The administration will keep a database to track teacher training, proficiency surveys, training evaluations, training assessment of the impact on teacher competency and classroom practices, and teacher observations.

Criteria 1: PDAS evaluation component for technology proficiency level
Process -----

Criteria 2: The Texas State Board of Educator Certification Technology Standards for technology abilities.
Process: successful trainees are to receive the certificates

Criteria 3: TAAS
Process: TAAS scores

Budget Proposal for Technology Staff Development

Sanchez Elementary Technology Budget Summary					
Projects	Description	Total Cost	School Funding	Partnerships	Washington Mutual
Annual Technology Academy	Professional Trainer 5 days @ \$1000 and Training Facility 5 days @ 300	\$6,500.00	\$1,500.00	\$2,500.00	\$2,500.00
Curriculum-Focused Software Training	Professional Trainer 3 days @ \$1000 and Training Facility 3 days @ 300	\$3,900.00	\$1,900.00	\$1,000.00	\$1,000.00
End-Users Support Training	Professional Trainer 2 days @ \$1000 and Training Facility 2 days @ 300	\$2,600.00	\$600.00	\$1,000.00	\$1,000.00
Network Management & Support Training	Professional Trainer 1 days @ \$1000 and Training Facility 1 days @ 300	\$1,300.00	\$300.00	\$500.00	\$500.00
Tool Software Training	Professional Trainer 2 days @ \$1000 and Training Facility 2 days @ 300	\$2,600.00	\$600.00	\$1,000.00	\$1,000.00
Software			-		
Tool Software	30 @ \$200 per computer	\$6,000.00	\$2,000.00		\$4,000.00
Easy Tech +	400 @ \$7 per student	\$2,800.00	\$800.00		\$2,000.00
Total		\$25,700.00	\$7,700.00	\$6,000.00	\$12,000.00

Future funding will be provided by the school district, state grants, and partnerships with area businesses.

Appendices

Appendix One: Vita for Team Members

Aziz Bin-Taleb

Principal of Sanchez Elementary School. He holds a Master's degree in curriculum and instruction and believes technology will be part of students' futures and can magnify teachers' capabilities. He strongly supports technology professional development for teachers.

Joan Wilmes

Owner of a small, family Mexican restaurant near Sanchez Elementary School. Her family has been in the area for three generations and is deeply concerned with the lack of high paying jobs in the area. In order for the community to survive and thrive, job skills must be developed but she doesn't want to waste financial funds on insignificant technology and practices. New businesses can be lured to the area by the involvement of the community and educational system working together towards developing employees who can excel in a global society.

Wako Takahashi-Welch

Parent and member of the Sanchez Elementary School Parent and Teacher Association. Her educational background is economics. She has worked on education administration projects in developing countries. She is concerned with the students' readiness to face today's new technology challenges including on-line safety and appropriate use of new technology.

Shametria Routt

A teacher who represents many teachers on campus that are eager and ready to implement a new technology plan. She supports the efforts of the planning team in their quest to make Sanchez Elementary a technology-rich environment and is currently working on her Master's Degree in Educational Technology.

Kimberly Fuller

Community business leader and president of a high-tech firm. The goal of the company is to support the area schools by supplying resources and money for technology integration. The company believes that by supporting technology in education, their future locally, recruited employees will have the technological skills required by the firm. Matching funds will be provided for staff development in technology training.

Pamela Grieve

Fifth grade student at Sanchez Elementary : shows a great deal of interest in helping peers and teacher acquire technology skills. Works as a mentor on digital editing, animation, and presentation software. She believes teachers need to learn more about integrating technology in their lessons to motivate students to make their learning go beyond the walls of the classroom through to use of technology as a learning tool.

Appendix Two: Sanchez TAAS Scores

Sanchez Elementary School TAAS Data (2000-2002)

2002 Campus Accountability Rating: Acceptable

Percent Tested

	% Tested (State/Campus)	African American	Hispanic	White	Male	Female	Econ. Disadv.	Spec. Ed.
2002	90.2 / 88.6	85.7	81.4	96.7	88.6	88.6	81.4	32.7
2001	89.4 / 94.5	86.4	93.5	97.1	92.5	96.8	92.1	65.6
2000	91.1 / 98.1	84.2	100.0	98.5	97.9	98.3	97.3	75.9

* **Econ. Disadv.** = Economically Disadvantaged, **Spec. Ed.** = Special Education

All Tests Breakdown (Percent Passing)

	Campus	African American	Hispanic	White	Male	Female	Econ. Disadv.	Spec. Ed.
2002	73.1	66.7	62.2	82.7	70.1	76.2	56.3	31.1
2001	71.1	71.4	50.0	84.7	67.2	77.3	50.0	33.0
2000	72.6	63.6	59.4	81.8	87.6	83.6	59.1	18.2

Reading Breakdown (Percent Passing)

	Campus	African American	Hispanic	White	Male	Female	Econ. Disadv.	Spec. Ed.
2002	85.6	72.7	77.3	94.2	81.6	88.5	72.5	54.2
2001	83.8	92.3	63.5	96.2	82.8	85.7	68.1	63.8
2000	87.6	72.7	78.1	95.5	83.6	90.4	77.3	40.1

Writing Breakdown (Percent Passing)

	Campus	African American	Hispanic	White	Male	Female	Econ. Disadv.	Spec. Ed.
2002	91.9	-	87.1	97.4	82.8	92.4	88.5	25.2
2001	81.7	75.0	86.4	80.5	75.8	88.7	83.3	70.8
2000	74.2	-	55.0	82.9	66.2	84.3	58.3	20.9

Math Breakdown (Percent Passing)

	Campus	African American	Hispanic	White	Male	Female	Econ. Disadv.	Spec. Ed.
2002	77.5	75.0	68.5	85.2	77.6	77.4	63.5	63.1
2001	76.8	69.2	59.5	88.5	73.8	79.7	58.5	56.0
2000	79.6	63.6	68.8	88.2	76.4	79.5	69.7	37.9

Appendix Three: Sanchez Student and Teacher Information

Attendance Rate (Percentages)

	State/Campus	African American	Hispanic	White	Male	Female	Econ. Disadv
2001-2002	95.4/96.7	96.4	96.7	96.7	96.9	96.4	96.14
2000-2001	95.3/96.6	96.7	96.6	96.6	96.8	96.3	96.3

Student Enrollment

	Total	African American	Hispanic	White	Asian/Pacific Islander	Native American	Econ Disadv
Early Childhood	21						
PreK	56						
Kindergarten	88						
Grade 1	96						
Grade 2	76						
Grade 3	88						
Grade 4	83						
Grade 5	80						
Campus							
Total Students	588	29	313	235	8	3	299

Professional Staff Information

	Campus	African American	Hispanic	White	Male	Female
Teachers	40.4	1	14	25.4	2	38.4
Professional Support	2					
Campus Admin	2					
Educational Aides	6.5					

Teacher Experience

	Number at Campus	Avg Salary by Years Exp
Beginners	3	\$29,730
1 - 5 years	5	31,694
6 - 10 years	7.4	34,845
11 - 20 years	12	41,547
over 20 years	13	50,662

Data source: EDC385: Instructional Technology Planning & Management web site