FLORIDA DEPARTMENT OF EDUCATION
NCLB:EETT FINAL LEA PROJECT EVALUATION REPORT IDENTIFICATION AND SUBMISSION AUTHORIZATION

Please forward final EETT project evaluation reports to:	**LEA PROJECT IDENTIFICATION**	**DOE INSTRUCTIONAL TECHNOLOGY OFFICE USE**
Florida Department of Education Instructional Technology Office 325 West Gaines Street, Suite 424 Tallahassee, Florida 32399-0400 Telephone: (850) 245-9868 Suncom: 205-9868	**DOE PROJECT NUMBER:** **500-1216A-6CE01** **PROJECT NAME:** **EETT – Title II Part D, Entitlement**	Date Received:

Name and Address of School District:	**REPORT SUBMISSION NOTES**
The School District of Palm Beach County 3300 Forest Hill Boulevard West Palm Beach, FL 33406	All participants in the federal Enhancing Education Though Technology Grant Program are expected to file final project evaluation reports. Report content expectations and submission guidelines are maintained on the following website: http://www.doe.firn.edu/edtech/it/eett/index.html

Final Evaluation Report Contact Information

Contact Name: Teresa Wing Educational Technology	Mailing Address: 3300 Forest Hill Boulevard #B-332 West Palm Beach, FL 33406
Telephone Number: 561.434.7324	SunCom Number:
Fax Number: 561.434.8392	E-mail Address: wing@palmbeach.k12.fl.us

REPORT AUTHORIZATION

To the best of my knowledge, the information contained in this report is accurate and factual. All records necessary to substantiate facts, figures, or representations made in this report will be available for review by appropriate state and federal staff.

E) _____
Signature of Agency Head

FINAL LEA EETT PART I ENTITLEMENT PROJECT REPORTING GUIDANCE

REPORT SECTIONS PRESCRIBED BELOW ARE PERTINENT TO ENTITLEMENT PROJECTS ISSUED WITH A FORMAL CONCLUSION DATE OF JUNE 30, 2006. THE TARGET DUE DATE FOR REPORTING IS SEPTEMBER 15, 2006. EACH EETT SUBGRANT RECIPIENT IS EXPECTED TO FILE A FINAL PROJECT EVALUATION REPORT TO REMAIN IN GOOD STANDING WITH THE EETT PROGRAM. THE FOUR REPORT COMPONENTS PRESCRIBED BELOW MUST BE ADDRESSED TO MEET MINIMUM REPORTING EXPECTATIONS. ADDITIONAL FORMAL PROJECT EVALUATION MATERIAL MAY BE SUBMITTED IF SUCH MATERIAL IS AVAILABLE.

FINAL REPORT COMPONENTS

SECTION 1: Provide a brief description of specific activities and/or accomplishments supported with 2005-06 Title II Part D (EETT) formula dollars. Activities/accomplishments should be organized under each applicable STRAND/FOCUS AREA identified for the project. All subgrant recipients are expected to provide information under the two REQUIRED STRANDS (Professional Competency and Accountability). If one or more focus areas under the OPTIONAL STRAND AREAS were approved in conjunction with the project, then information should be provided under those areas as well. **RECOMMENDED FORMAT:** Extract the three original EETT Part I project application pages that prescribe the primary STRAND/FOCUS AREAS for EETT projects, and then associate reporting information under each area approved for the project. EETT FOCUS AREAS were selected by the applicant from the options provided in the Part I application.

PROFESSIONAL COMPETENCY

☒ Provide Intensive, Targeted, and Sustained Technology Integration Training and Professional Development Opportunities for Teachers

- Identified and trained two cadres, of approximately 25 teachers each, to serve as mentors to project participants. One cadre, the MOD (Multimedia on Demand) Squad, provides support for the elementary Tech Ambassador initiative. The other cadre, known as SMaRT Ambassadors, provides support for the secondary Lead Teacher initiative

- Provided the MOD Squad and SMaRT Ambassadors with equipment (laptops, LCD projectors, digital cameras, scanners, camcorders, document cameras, wireless graphics tablets, MP3 players, and digital microscopes) and instructional resources (toolkits in both electronic and print formats that include course outlines, project criteria, video tutorials, practice files, and links to web-based resources) necessary to support the Tech Ambassador and Lead Teacher initiatives

- Invited each Palm Beach County public and eligible private elementary school to identify two classroom teachers (one intermediate, one primary) to serve as Tech Ambassadors (technology integration specialists/mentors) at their respective sites; 180 teachers from 95 schools participated

- Invited each Palm Beach County public and eligible private secondary school to identify three classroom teachers (one science, one mathematics, one reading) to serve as Lead Teachers (technology integration specialists/mentors) at their respective sites; 154 teachers from 64 schools participated

- Developed, designed and delivered a series of workshops (approximately 90 hours) to facilitate the creation of digital content that supports the District's curriculum, and shared strategies for its successful integration into classroom instruction

- Developed criteria, training curricula and implementation schedules for the program

- Designed workshops to focus on criteria-based project development

- Ensured that project criteria incorporated support for reading improvement

- Structured workshops to facilitate/encourage the sharing of projects and implementation strategies

- Assured the alignment of content and activities to the Florida Sunshine State Standards (SSS) and National Educational Technology Standards for Students (NETS-S) and Teachers (NETS-T)

- Provided participating teachers with the hardware and software needed for project development and implementation (laptop computers, LCD projectors, digital cameras, scanners, and digital camcorders)

- Enabled participating teachers to receive inservice points and/or stipends for their involvement in the projects

☒ Establish Technology Integration Specialists/Mentors at School Sites

- Identified and trained two cadres, of approximately 25 teachers each, to serve as mentors to project participants. One cadre, the MOD (Multimedia on Demand) Squad, provides support for the elementary Tech Ambassador initiative. The other cadre, known as SMaRT Ambassadors, provides support for the secondary Lead Teacher initiative

- Invited each Palm Beach County public and eligible private elementary school to identify two classroom teachers (one intermediate, one primary) to serve as Tech Ambassadors (technology integration specialists/mentors) at their respective sites; 180 teachers from 95 schools participated

- Invited each Palm Beach County public and eligible private secondary school to identify three classroom teachers (one science, one mathematics, one reading) to serve as Lead Teachers (technology integration specialists/mentors) at their respective sites; 154 teachers from 64 schools participated

ACCOUNTABILITY

➢ Use Successful Research-Based Models to Drive Project Design and Implementation

- Project design and implementation was based in part on the successful, research-based model deployed by United Learning and scientifically evaluated by Cometrika, an independent research firm. A pretest-posttest, random-assignment, control-group design was employed to measure the effect of the use of technology to deliver standards-based video content and support materials to students and teachers. Research showed that video content engages students, improves teacher performance, and changes student-teacher interaction in ways that facilitate student achievement.

➢ Conduct Formal Evaluations of all Educational Technology Projects and/or Initiatives Supported with EETT Funds

- *Participated in the Inventory of Teacher Technology Skills*
- *Reviewed STaR School Profile Reports*

LEARNERS

☒ Improve Integration of Technology-Delivered Educational Content

- Developed, designed and delivered a series of workshops (approximately 90 hours) to facilitate the creation of digital content that supports the District's curriculum, and shared strategies for its successful integration into classroom instruction
- Developed criteria, training curricula and implementation schedules for the program
- Designed workshops to focus on criteria-based project development
- Ensured that project criteria incorporated support for reading improvement
- Structured workshops to facilitate/encourage the sharing of projects and implementation strategies
- Assured the alignment of content and activities to the Florida SSS, the NETS-S, and the NETS-T

SYSTEM CAPACITY

☒ Establish Site-Based Project Coordinator(s) or Technology Integration Specialist(s)

- Identified and trained two cadres, of approximately 25 teachers each, to serve as mentors to project participants. One cadre, the MOD (Multimedia on Demand) Squad, provides support for the elementary Tech Ambassador initiative. The other

cadre, known as SMaRT Ambassadors, provides support for the secondary Lead Teacher initiative

- Invited each Palm Beach County public and eligible private elementary school to identify two classroom teachers (one intermediate, one primary) to serve as Tech Ambassadors (technology integration specialists/mentors) at their respective sites; 180 teachers from 95 schools participated

- Invited each Palm Beach County public and eligible private secondary school to identify three classroom teachers (one science, one mathematics, one reading) to serve as Lead Teachers (technology integration specialists/mentors) at their respective sites; 154 teachers from 64 schools participated

TECHNOLOGY CAPACITY

☒ Acquire Modern Instructional Technologies and/or Expand New Applications of Technology to Support School Reform Efforts and Promote Equitable Access to Technology

- Provided participating teachers with the hardware and software needed for project development and implementation (laptop computers, LCD projectors, digital cameras, scanners, and digital camcorders)

- Provided the MOD Squad and SMaRT Ambassadors with equipment (laptops, LCD projectors, digital cameras, scanners, camcorders, document cameras, wireless graphics tablets, MP3 players, and digital microscopes) and instructional resources (toolkits in both electronic and print formats that include course outlines, project criteria, video tutorials, practice files, and links to web-based resources) necessary to support the Tech Ambassador and Lead Teacher initiatives

SECTION 2: Document any key **outcomes** of the project (particularly as relates to student reading skill improvement, student "technology literacy" gains, or teacher "technology integration" skill building). If important **lessons** were **learned** in conjunction with implementation of the project, it would be appropriate to describe those lessons in this section. Exemplary practices or key project resources may also be identified (web URLs, etc.). This narrative component of the report does not have to be lengthy, but should provide as much meaningful information as practical.

- Key Outcomes

  - Development of digital content and/or multimedia projects that support the SDPBC's curriculum and that are aligned with the *Florida SSS*, the *NETS-S,* and the *NETS-T*

  - Creation of 22 Public Service Announcements that provide strategies to parents to improve student literacy

- Modeling of classroom use of instructional technologies by Tech and SMaRT Ambassadors at SDPBC Principals' Technology Academy

- Presentations by Lead Math Teachers at Florida Council of Teachers of Mathematics annual conference to showcase technologies acquired through the project and share their successful classroom implementation

- Sharing of student- and teacher-created projects and curriculum integration strategies highlighting the NETS and the STAR system at the District's annual Technology Conference

- Development of collaborative projects that promote professional growth, develop information literacy, and facilitate group problem-solving

• Lessons Learned

- There is a tremendous "thirst" among teachers for educational technology-based projects that not only provide equipment and resources, but that are long-term in scope, that seek to build a community of learners, and that enable participants to form lasting professional relationships and personal friendships.

- In addition to access to equipment and resources, what participants appear to value most is the creation of rich, collaborative networks that promote the sharing of information and strategies with colleagues.

- Teachers with the greatest degree of technical knowledge are not necessarily the best candidates for participation in such projects. Rather, it is more important that project participants possess an interest in or aptitude for the use of educational technologies, that they be flexible and receptive to new ideas, that they are willing to share, and that they be positive individuals capable of nurturing and encouraging others.

- Project participation will be fluid as participants rotate in and out as they change jobs and/or schools, and based on their personal commitments. Expectations must be clear, as projects such as those described herein demand an enormous commitment of time and energy.

- It takes time to change people's thinking/expectations. Some participants expect a "stand-and-deliver" format in which their trainers/mentors/coaches know everything and in which they, as participants, are on the receiving end all the time (all "take" as opposed to "give-and-take"). They are surprised to discover that they are expected to share information and learn from one another.

- There is a direct correlation between the temperament/demeanor/personality of the trainer/mentor/coach and the dynamics of the group. It is important to identify each trainer's/mentor's/coach's strengths and weaknesses, and to assign duties accordingly.

• Exemplary Practices and Key Project Resources

- Development of project tool kits in both electronic and print format that include, but are not limited to, the *Florida SSS*, *NETS-S*, *NETS-T* and *NETS-A*; course outlines; project criteria; video tutorials; practice files; and links to web-based resources

- Development of project curriculum with links to support materials

- Development of project web site (http://www.palmbeachlearns.org)

SECTION 3: If one or more of the statements below appropriately describe the impact of this project on student achievement and/or teacher preparation, please check applicable boxes:

☐ A review of project related pre and post test data indicate a significant overall improvement in student achievement for the target population.
☐ A review of project related test data indicate some improvement in student achievement within the target population.
☒ A review of target population test data was inconclusive overall, but certain participants in the project clearly advanced their skills in using technology to enhance and expand learning opportunities.
☒ Technology integration training offered in conjunction with the project had a positive and measurable impact on many project participants.
☒ Technology integration professional development opportunities were expanded considerably as a result of the project and were well received by a majority of project participants.
☒ Rigorous pre and post testing of "technology integration" and/or "technology literacy" skill levels was not practical, but observations over the course of the project indicated significant improvement in the abilities and/or skills of many project participants.

SECTION 4: If the subgrant recipient wishes to roll-forward unexpended entitlement funds into their FY2006-07 project, estimate the amount of unexpended funds to be involved:

The estimated amount of roll-forward funds is $3,006.44 based on the Florida Department of Education Project Disbursement Report completed by the District's Finance Department.

NOTE: A final DOE399 fiscal expenditure reports must be submitted to the DOE Comptroller by August 20, 2006 for an EETT entitlement project ending June 30, 2006. The report must be submitted directly to the Comptroller's Office. Please do not route final fiscal expenditure reports to the Instructional Technology Office with this final program report.

A completed **REPORT IDENTIFICATION AND AUTHORIZATION COVER SHEET** must be provided with the final project evaluation report submitted. The cover sheet can be obtained from the EETT program website (http://www.firn.edu/doe/bii/itlm/intech/eettl.html).

Forward completed final evaluation report material to the following address:

INSTRUCTIONAL TECHNOLOGY OFFICE
EETT Final Project Evaluation Report
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400

NOTES: An electronic copy of a completed report may be forwarded to address the reporting timeline, but a formal authorized hardcopy should be mailed as soon as practical after sending report material via e-mail. If local circumstances prevent submission of a completed report by the target due date (September 15, 2006), please forward an e-mail notice to Charles.Proctor@fldoe.org indicating a projected date for report submission. Receipt of a completed report can be acknowledged via e-mail to the contact identified on the **REPORT IDENTIFICATION AND AUTHORIZATION COVER SHEET** (if a current e-mail address is provided).