

II. Executive Summary

The University of Florida Teaching and Technology Initiative (UFTTI) was designed to facilitate and accelerate systemic change related to technology integration in our teacher education program. Because the UFTTI involves diffusing an innovation (the use of educational technologies) into a large system, a variety of strategies are being used to facilitate our goals of (1) establishing a vision of technology use in the teacher education program, (2) implementing diverse faculty development opportunities, (3) developing stronger technology-based field experiences, and (4) enhancing the electronic portfolio project.

During the third year of the UFTTI, we have made substantial progress in meeting our project and USDOE goals. Some of these highlights include:

- Supporting eight Teaching and Technology Teams (partnerships between graduate students with knowledge in selected core content areas and in educational technology and faculty from both the College of Education and the College of Liberal Arts and Sciences). These partnerships provide faculty with content-specific, individualized professional development opportunities.
- Supporting nine new inservice/preservice partnerships in local elementary schools.
- Supporting a presentation at our statewide conference related to these partnerships.
- Hosting two events to showcase our students' work with the Electronic Portfolio Project.
- Sponsoring numerous workshops, and individual consultations related to helping faculty integrate educational technologies and electronic portfolios into their courses.
- Completing the initial phase of a research study to assess the effectiveness our beginning level educational technology courses for elementary and secondary teacher education students. This work was done in conjunction with the PT3 project at the University of North Texas.

Additional information about the University of Florida Teaching and Technology Initiative can be found at <http://www.coe.ufl.edu/school/pt3> . A copy of the Year Three evaluation report can be found on this site by accessing the Evaluation link.

III. Project Status

The University of Florida Teaching and Technology Initiative is designed to address the following five goals:

1. To develop a comprehensive **institutional vision** for technology integration that will consider new state and national technology standards, involve a variety of major stakeholders and enable effective technology integration in our traditional and nontraditional education programs. (GPRA 3.1)
2. To design and implement innovative **faculty development** efforts that will enable COE and CLAS professors in our traditional and nontraditional programs to effectively implement content-specific, technology-based instructional strategies in their courses and model uses of instructional technology in their teaching. (GPRA 1.1, 1.2, 1.4, 3.2)
3. To create opportunities for **technology-based field experiences** that will enable students in the Unified Elementary ProTeach and Project SITE to observe and implement curriculum-focused, technology-based instructional strategies. (GPRA 2.1, 3.3)

4. To facilitate and support college-wide implementation of **electronic portfolios** designed to promote student-centered assessment and reflection. (GPRA 1.1, 1.4, 2.1)
5. To effectively **disseminate project results and resources** to our faculty and other teacher education institutions.

The following table overviews our progress in meeting the objectives associated with each of these goals.

A. Progress in Meeting Project Objectives

Goal One: To develop a comprehensive institutional vision for technology integration that will consider new state and national technology standards, involve a variety of major stakeholders and enable effective technology integration in our traditional and nontraditional teacher education programs. (GPRA 3.1)	
<i>Objective One:</i> Appoint an advisory board to develop an institutional vision for technology integration and to monitor the project's progress	
Definition of Success	<ul style="list-style-type: none"> •Formation of an actively involved Advisory Board whose primary responsibilities include providing guidance related to project activities, monitoring project progress and planning for sustainability following the grant period. •Development of a comprehensive vision for technology integration in our teacher education programs.
Progress	<p><i>Partially accomplished</i></p> <ul style="list-style-type: none"> • Work continued toward making the vision developed during Year Two of the grant a reality. This vision plays out differently for different faculty and individual faculty members are becoming more involved in discussions about how technology can support their work. • We have leveraged additional funds to renovate a series of classrooms in order to form the MST Exploration Center that will exemplify the vision discussed by faculty throughout the life of the grant. The MST lab will provide content-specific uses of technology, portable uses of technology, opportunities for preservice teachers to practice using technology in a non-threatening environment and a combination of cutting-edge technologies and technologies readily available in K-12 schools. • The initial phase of a research study to assess the effectiveness our beginning level educational technology courses for elementary and secondary teacher education students has led to several additional studies designed to fine-tune our vision and the our preservice teachers' experiences in our program. (The initial phase of this work was done in conjunction with the work done in the PT3 project at the University of North Texas) •We continue to keep the Advisory Board abreast of our progress, however, scheduling a face-to-face meeting this year has proven elusive.
Analysis	This goal has been more challenging than we anticipated. While the

	college now has a vision of technology integration, we feel our most important work is related to helping individuals operationalize the vision in their courses and scholarship. The MST Exploration Center is an example of our efforts in this area. In addition, we will soon be implementing an initiative designed to build a community of researchers from a variety of disciplines interested in technology integration. (See Goal #2, Objective #2)
Use of Evaluation Findings	<ul style="list-style-type: none"> •A longitudinal study designed to analyze the effectiveness of technology integration in our teacher education program is underway. • Based on the results of research to assess the effectiveness of our beginning level educational technology courses for elementary preservice teachers, a study designed to explore the effectiveness of integrating field-based experiences into this course is underway. •Based on conversations with individual faculty related to technology vision, a research study designed to explore the way teacher educators make decisions about technology integration is underway. • A mini-grant competition designed to integrate educational technologies into the courses and research agendas of faculty is in progress. This initiative is designed to build a community of researchers interested in technology integration in a variety of disciplines. •An article about the research to assess the effectiveness of our beginning level educational technology courses has been accepted in the <i>Journal of Technology and Teacher Education</i>. •Analysis of the current technology vision and its emphasis on ISTE's Essential Conditions and the NETS*T can be found in a recent article in <i>Contemporary Issues in Technology and Teacher Education</i>. <p>http://www.citejournal.org/vol4/iss1/general/article3.cfm</p>

Goal Two: To design and implement innovative faculty development efforts that will enable COE and CLAS professors in our traditional and nontraditional programs to effectively implement content-specific, technology-based instructional strategies in their courses and model uses of instructional technology in their teaching. (GPRA 1.1, 1.2, 1.4, 3.2)	
<i>Objective One:</i> Teaching and Technology Fellows: Develop a cohort of interdisciplinary students majoring in the core content areas and specializing in educational technology to work with individual faculty members as “reciprocal mentors”.	
Definition of Success	<ul style="list-style-type: none"> •Partnerships in which faculty are able to receive content-specific, individualized professional development opportunities. •Partnerships that result in the integration of technology in instruction.

Progress	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> •Eight Teaching and Technology Teams (partnerships between graduate students with knowledge in selected core content areas and in educational technology and faculty from both the College of Education and the College of Liberal Arts and Sciences) have successful integrated technology in courses attended by preservice teachers. •Interviews with participating faculty suggest that these efforts will be sustained following the grant period.
Analysis	<ul style="list-style-type: none"> • These partnerships have led to, among other things, faculty creating and integrating online databases, video case studies, and new curricular units in their instruction. It has also led to design and implementation of three new courses and the creation of several supplemental products designed to support student learning in an asynchronous fashion. Please see our website for details on each partnership. •The total number of students impacted during the third year of the project is approximately 500. This brings to total for the three years to over 1,500. • An article about these partnerships has been published in <i>Information Technology, Education, and Society</i>.
Use of Evaluation Findings	<ul style="list-style-type: none"> • Evaluation results suggest that the Teaching and Technology Teams are a successful component of our faculty development efforts. Consequently, we will continue to support participating faculty through our no-cost extension year and will focus on helping these faculty become self-sufficient technology-using educators.
<p><i>Objective Two: Teaching and Technology Incentive Programs (TTIP): Implement a program that provides incentives to faculty members to explore innovative uses of technology in teaching.</i></p>	
Definition of Success	<p>Distribution of mini-grants that facilitate innovative uses of technology by faculty members.</p>
Progress	<p><i>Revised</i></p> <ul style="list-style-type: none"> • We cancelled the mini-grant competition during Year Three based on the results of our Year Two evaluation. We will support a revised mini-grant competition designed to support faculty in the integration of technology into both teaching <i>and</i> research during our no-cost extension year. More details about this competition can be found in Section V. of this report.
Analysis	<p>NA</p>
Use of evaluation findings	<p>NA</p>
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<i>Objective Three: Consulting-on-Demand: Design and implement a system that allows faculty to receive curricular support for technology integration whenever needed.</i>	
Definition of Success	Implementation of and faculty satisfaction with curricular support for technology integration.
Progress	<i>Substantially Accomplished (on target)</i> <ul style="list-style-type: none"> • Numerous workshops (approximately 70 hours) for faculty have been offered • Interest in one-on-one consulting has continued to increase. Approximately 140 hours of consultations have been conducted resulting in faculty redesigning their courses, adding curriculum-based, technology-enhanced components to their courses and improving asynchronous opportunities for student learning throughout the semester.
Analysis	<ul style="list-style-type: none"> • Evaluation of faculty workshops and one-on-one consulting sessions are consistently high. • Some faculty are still not taking advantage of the opportunities.
Use of evaluation findings	<ul style="list-style-type: none"> • The current administration is restructuring the Office of Educational Technology in the Fall. Our PT3 grant has supported the start-up of this center and we see the Dean's interest overseeing it as a positive step toward sustainability. We will serve as consultants to the Dean when requested but have not allocated resources to this goal during our no-cost extension year.
<i>Objective Four: COE On-line support center: Design a flexible on-line support center that will evolve to reflect the changing needs of our faculty.</i>	
Definition of Success	Creation and maintenance of an effective on-line support center.
Progress	<i>Substantially Accomplished (on target)</i> <ul style="list-style-type: none"> • The Office of Educational Technology has revised the support center for faculty containing online tutorials, information about computer capabilities of Norman Hall classrooms, and frequently asked questions. (http://www.coe.ufl.edu/OIT/)
Analysis	Creating an on-line support center that meets the needs of a diverse faculty is always a challenge. We are continuously soliciting feedback from users and making appropriate revisions based on this feedback.
Use of Evaluation Findings	Revisions to the online support center are made on a continual basis based on user feedback.
<i>Objective Five: The Mentor Team: Coordinate a team of graduate students from the project to help develop a shared culture encouraging change in the COE with respect to technology. Mentor Team will promote similar goals among team members.</i>	
Definition of Success	<ul style="list-style-type: none"> • A cohort of graduate students who collaborate and work together to help integrate technology in our teacher education program
Progress	<i>Accomplished</i>

	<ul style="list-style-type: none"> •The Mentor Team has taken a new, more sustainable shape, during Year Three. It has become an informal, student-led group in which students funded through PT3 collaborate and work together toward the integration of educational technology. In addition, they collaborate with students who are not funded by PT3. For example, doctoral students supervising student teachers and teaching preservice courses have joined this informal team. •Our first Teaching & Technology Fellow has graduate and accepted a position at the University of Charlotte. We anticipate this will begin the transfer we envisioned when we conceptualized the grant.
Analysis	<ul style="list-style-type: none"> • Due to the informal nature of the Mentor Team, we have little data to analyze for Year Three. We consider this a positive feature of our efforts this year because the students have not relied on us to organize the collaboration. This suggests the collaborative group will continue well past the grant period.
Use of Evaluation Findings	NA

Goal Three: To create opportunities for technology-based field experiences that will enable students in Elementary ProTeach and “Project SITE” to observe and implement curriculum-focused, technology-based instructional strategies. (GPRA 2.1, 3.3)	
<i>Objective One:</i> Design, develop and coordinate a course that provides Elementary ProTeach and “Project SITE” students an opportunity for technology-based field experiences.	
Definition of Success	<ul style="list-style-type: none"> •Inservice/preservice partnerships that result in curriculum-based, technology-enhanced lessons and activities in the classroom. •Inservice/preservice partnerships that provide professional development opportunities for inservice teachers and authentic opportunities to integrate technology in K-12 classrooms for preservice teachers.
Progress	<p><i>Substantially Accomplished</i></p> <ul style="list-style-type: none"> • Nine new inservice/preservice partnerships in local schools were supported this year. This brings the total number of schools influenced to 8, the total number of inservice teachers to 31 and the total number of K-12 students to approximately 1025. (Please see our web page for details on each of these partnerships) •A teacher inquiry component was added to this year’s field experience. Initial data analysis on this component has yielded positive results and a literature review suggests that it is a novel combination. •UF students and inservice teachers participated in a panel presentation related to these experiences at our statewide conference.
Analysis	<ul style="list-style-type: none"> • Findings suggest these experiences are having a positive impact

	on inservice teachers, preservice teachers and K-12 students but a relatively low impact on school wide change.
Use of Evaluation Findings	During our no-cost extension year we will focus on supporting partnerships that will result in school wide change. Please see Section V. of this report for more information.

Goal Four: To facilitate and support college-wide implementation of electronic portfolios designed to promote student-centered assessment and reflection (GPRA 1.1, 1.4,2.1)	
<i>Objective One:</i> Develop a culture of faculty buy-in that promotes similar beliefs about and compatible strategies for implementation of electronic portfolios.	
Definition of Success	<ul style="list-style-type: none"> •Faculty buy-in related to the electronic portfolio process •Integration of the electronic portfolio process into the majority of teacher education courses.
Progress	<p><i>Partially Accomplished</i></p> <ul style="list-style-type: none"> •Faculty have integrated the electronic portfolios into their courses and faculty have put more thought into the types of assignments given so students can more fully express their ideas and thoughts about their growth as educators in the electronic portfolio illustrations. •Approximately 20 electronic portfolio related workshops for students have been provided •40 portfolio consultation hours per week are available to students •Approximately 15 guest presentations about the electronic portfolios in teacher education course were given •4 conference presentations related to the electronic portfolios.
Analysis	<ul style="list-style-type: none"> • Our analysis suggests the Electronic Portfolio Project is being successfully integrated into many teacher educational courses.
Use of Evaluation Findings	<ul style="list-style-type: none"> •The current administration is in the process of modifying the Electronic Portfolio Project in order to meet changing NCATE and Florida DOE accountability requirements. Consequently, plans related to this project are on hold. We are not planning to focus on this goal during our no-cost extension year.
<i>Objective Two:</i> Develop an infrastructure that prepares faculty and students to evaluate electronic portfolios for mastery of the Florida Accomplished Practices	
Definition of Success	<ul style="list-style-type: none"> •Every student in COE demonstrates mastery of the Florida Accomplished Practices via an electronic portfolio. •Every faculty member is able to evaluate electronic portfolios
Progress	<p><i>Partially Accomplished</i></p> <ul style="list-style-type: none"> •All graduates have completed an electronic portfolio documenting the ways in which they have met state-mandated indicators. •Not all faculty are able to or interested in evaluating the electronic portfolios.

Analysis	<ul style="list-style-type: none"> •There is a disconnect between what is required of students and what faculty are willing to contribute to the project.
Use of Evaluation Findings	<ul style="list-style-type: none"> •The current administration is in the process of modifying or eliminating the Electronic Portfolio Project in order to meet changing NCATE and Florida DOE accountability requirements. Consequently, plans related to this project are on hold. We are not planning to focus on this goal during our no-cost extension year.

The final goal for this initiative relates to Dissemination. This goal is best exemplified by using the “Progress” category of the table. Please see the “Publications” section of our website for additional information about dissemination.

Goal Five: To effectively disseminate project results and resources to our faculty and other teacher education institutions.	
Objective	Progress
Share projects and resources with UF faculty through faculty meetings, web-based resources, annual reports and informal conversations.	<ul style="list-style-type: none"> •Teaching and Technology Initiative Showcase (54 participants) •Continued to share the work of our grant at faculty meetings •Teaching and Technology Initiative brochure distributed at state, national, and international conferences. •Faculty Professional Development brochure distributed to COE faculty.
Plan presentations for local, state and national conferences	<ul style="list-style-type: none"> •Presentations have been made at SITE, the International Conference on Teaching & Learning, National Council of Teachers of English, SAET, NECC, and EdMedia •Proposal have been submitted to ATE and AERA
Maintain a project-related website	http://www.coe.ufl.edu/school/pt3 Revisions to the website are continual.
Publish journal articles, book chapters and other written pieces.	<ul style="list-style-type: none"> •Articles published in <i>Action and Teacher Education</i>, <i>JCTE</i>, <i>CITE</i>, <i>Teaching Education</i> •Article accepted in JTATE •4 articles in progress

B. Change in Project Design

Please see Section V. for information about our plans for the no-cost extension year.

V. Supplemental Information

Significant progress has been made in all of our goals and we have received a no-cost extension to continue our work. The following paragraphs provide specific information about the work needed to complete our goals and advance certain goals to the next level and plans to improve the evaluation efforts of the project.

Goals Still in Progress:

1. to develop a comprehensive institutional **vision for technology integration** that will consider new state and national technology standards, involve a variety of major stakeholders and enable effective technology integration in our traditional and nontraditional teacher education programs. (GPRA 3.1)
2. to design and implement innovative **faculty development efforts** that will enable College of Education and College of Liberal Arts and Sciences professors in our traditional and nontraditional programs to effectively implement content-specific, technology-based instructional strategies in their courses and model uses of instructional technology in their teaching. (GPRA 1.1, 1.2, 1.4, 3.2)
3. to create opportunities for **technology-based field experiences** that will enable students in the Unified Elementary ProTeach and Project SITE to observe and implement curriculum-focused, technology-based instructional strategies. (GRPA 2.1, 3.3)
4. to effectively **disseminate project results and resources** to our faculty and other teacher education institutions.

Goal #1: In the three years we have had the grant, the leadership in our university and college has changed dramatically. We have had a new department chair, dean, provost, and university president. Therefore, work in the area of vision has been significantly impeded. Now that we have consistent leadership, we can move ahead on our vision to support interdisciplinary technology integration. We are currently working with our department chair, Dean, Associate Dean for Technology and numerous others on this vision. Ongoing conversations within individual program areas are also occurring. One of our major initiatives related to interdisciplinary technology integration is the conceptualization and development of a Mathematics, Science, & Technology (MST) Exploration Center. Further details about this activity are provided in the following section.

Planned Activities:

- MST Exploration Center: Our PT3 grant was able to leverage additional funds to renovate a series of classrooms in order to form the MST Exploration Center. This center will be a place where preservice teachers can practice using various educational technologies (probes, simulations, etc.) and software appropriate for the teaching of mathematics and science. Our preservice teachers will be able to practice their lessons using these tools before implementing them in the classroom. Faculty who have participated in our PT3 grant, along with faculty members now excited about using technology in their courses, will be taking the lead in planning and establishing this center as an integral part of our teacher education program. Currently, we have 6 faculty members that have committed to making this activity work. This activity is allowing faculty to share the visions of how technology should be used in their individual programs and work toward a common vision of technology integration for our teacher education program. Not only will this shared vision increase our students' proficiency and effectiveness of using educational technologies in their teaching but it works on building the sustainability of the MST Exploration Center and the shared vision of technology integration in our teacher education program. PT3 funds will be used to purchase some of the educational technologies and software and to fund a student to staff

the center for 20 hours a week. Our department chair has committed to continued support of the MST Exploration Center after PT3 funds have expired.

Goal #2: Faculty development has been taking place on a general and content-specific level. Much progress has been made at each level; however, more can be accomplished to fully meet this goal. Our efforts for this additional year will be to focus even more on sustainability issues and moving faculty to the next stage in technology integration.

Planned Activities:

- ❑ With the content-specific faculty development, faculty have had a graduate student assigned to them for 20 hours a week to assist in the integration of technology into their courses. Faculty have also been provided with \$1000 each year to support their integration work. During this final year, the faculty will not have the graduate student working with them but will still need some support. For this final year, we will provide each faculty member participating in this part of the Teaching & Technology Initiative with monetary support to continue integrating educational technologies into their courses.
- ❑ General faculty development has focused on increasing the technological fluency of the faculty. Many faculty have begun to use technology in their classes. However, some faculty have not formalized the integration of educational technologies into their research agendas. With our new president's agenda, faculty must truly begin to mesh their teaching activities into a productive research agenda. Therefore, one of our plans is to allow faculty to apply for mini-grants to integrate educational technologies into their courses and research agendas. Faculty that receive a mini-grant will be expected to show artifacts documenting preservice teachers' integration of educational technologies into teaching and learning, share findings and insights of their new research in a monthly colloquium with faculty interested in the use of educational technologies, and disseminate their findings through journal articles and conference presentations. The Director of the School of Teaching & Learning, the department which houses the Educational Technology program, will act as the chair of the panel reviewing applications and judging whether adequate progress is being made. Our PT3 grant will also have laptops available to facilitate dissemination opportunities. We see this activity as a chance for our faculty currently integrating educational technologies into their courses to move to the next level of integration and for faculty interested in integrating educational technologies to begin the process with teaching and research-related support.

Goal #3: The technology-field based experiences component of the initiative has produced powerful partnerships in the schools. These partnerships have allowed us to place even more students in the schools for practicum experiences beyond student teaching. We would like to strengthen these partnerships so they will be sustainable without funding after the no-cost extension concludes.

Planned Activities:

- ❑ The schools that participated with the Teaching & Technology Initiative in the technology-based field experiences have been pleased with this project. Teachers have learned more about technology-integration from our preservice students specializing in

educational technology while the preservice students have learned more about teaching from the inservice teachers. We also have established a technology-based field experience as a requirement for preservice teachers electing to specialize in educational technology. This experience includes a teacher inquiry component that enables our preservice teachers to critically reflect on their technology-based practices and their influences on students. We would now like to expand such technology-rich, inquiry-supported experiences to more preservice teachers by working with two schools to develop a year-long, technology-rich, inquiry-supported student teaching experience in which preservice and inservice teachers work to improve student learning through research-based practices (including technology-rich practices) and teacher inquiry. During the 2004-2005 academic year PT3 funds will support collaborations between faculty and K-12 partners that will prepare them to effectively operate in a technology-rich, inquiry-based environment. They will also plan the logistics of a year-long placement, actively recruit preservice teachers to participate, and design a research plan that aligns with the goals of NCLB. The School of Teaching and Learning will fund the first cohorts to participate in the year-long, technology-rich, inquiry-supported student teaching experience during the 2005-2006 academic year.

- Allow inservice and preservice teacher teams to attend and present at FETC—the state-wide computing conference in Orlando.

Goal #5: Dissemination efforts are on-going in this project. We have published several articles dealing exclusively with grant initiatives and have several more under review. However, with the additional year, we could attend more conferences to share the good work taking place with the University of Florida Teaching and Technology Initiative. It also would allow us to produce additional products, such as brochures and CDs, to share with educators, policymakers, administrators, and other stakeholders in the educational system.

Planned Activities:

- Submit articles to more journals in the fields of Teacher Education, Teacher Education with an emphasis in specific fields (i.e.: English Education and Science Education) and Technology and Teacher Education
- Present at additional conferences in the areas of technology and teacher education and specific specialization areas
- Continue to improve and update our PT3 website (<http://www.coe.ufl.edu/school/pt3/index.html>)
- Create products (brochures, etc.) that would provide stakeholders with information and results from this project
- Focus more on analyzing data and sharing the results with the teacher education community.

Improved Evaluation: During this additional year, we will develop new evaluation strategies that will permit us to provide evidence of the effectiveness of our efforts using the Department of Education's new standards. Although we will not be able to meet the golden standard, we will be able to provide strong and rich quantitative and qualitative data. We will also be able to collect new data that will strengthen previous research findings from our grant.