■ eparing Tomorrow's Teachers to Use Technology

Performance Reporting Period:
  See Section 6 of Award Notice
  1999 Cohort: Follow Year 2 Budget Period
  2000 Cohort: Follow Year 1 Budget Period
Performance Report for Grant Number:
  P342A000075

Purdue University Performance Report

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Thank you for submitting the performance report for your grant. Please print this screen and keep it for your records. You will not be able to access your submission again. If you need to edit any of your answers before January 14th, please reopen this report for editing by selecting this report to review from your administration menu.

A. Grant Information

Question	Answer
Grant Award/PR number	P342A000075
Grant Type	Implementation
Are you a partner in another PT3 grant?	No
If yes, does this performance report cover results from multiple PT3 grants?	[No data entered]
1f. If yes, Grant Award/PR number of additional grants for which you are reporting outcomes in this performance report	[No data entered]

B. Lead Organization Identification Information

Question	Answer
Name of the lead institution/organization	Purdue University
Address (Line 1)	1442 LAEB
Address (Line 2)	Purdue University
City	West Lafayette
State	IN
Zip Code	47907-1442

Contact Information

Question	Answer
First Name	James
Last Name	Lehman

Name of your institution/organization	Purdue University
Title	Professor
Telephone Number	765-494-5670
Fax Number	765-496-1622
Email Address	lehman@purdue.edu

SCDE

Question	Answer
Is your organization/institution an SCDE?	Yes

C. Descriptive Information

School, college, department of education (SCDE)

Question	Answer
Total number of SCDE faculty (including those not directly involved in grant activities)	70
Total number of students in your institution's SCDE	1402
Number of SCDE students that graduated during the reporting period	498
Number of courses in SCDE	352

School, college, department of arts and science (SCD of arts and science)

Question	Answer
Is an SCDE of arts and science participating in grant activities with you?	Yes
If yes, total number of undergraduate faculty in SCD of arts and science (including those not directly involved in grant activities)	622
If yes, number of undergraduate courses in SCD of arts and science	1660

K-12 partners

Question	Answer
Is a K-12 school or district one of your partners in this grant?	Yes
If yes, name and total number of teachers in partner K-12 schools (or total number within certain grades/subject areas, if grant activities are limited to those grades/subject areas)	
Name: SCHOOL CITY OF EAST CHICAGO	**Number** 396
Name: CRAWFORDSVILLE	**Number** 167

COMMUNITY SCHOOLS

Name: LAFAYETTE SCHOOLS

Number 485

Name: LAWRENCE TOWNSHIP SCHOOLS

Number 886

What other (non-arts-and-science) SCDs at your institution are part of the partnerships (e.g., SCDs of business, engineering, computer science)?

[No Data Entered]

Curriculum Redesign

Question	Answer
During the reporting period: Did SCDE (school, college, department of education) faculty redesign curricula to integrate technology?	Yes, as a grant activity
During the reporting period: Did SCD of arts and science (school, college, department of arts and science) faculty redesign curricula to integrate technology?	Yes, as a grant activity
OPTIONAL. Please provide a brief description of a unique or interesting model of field experience for preservice students related to the integration of technology in teaching.	Many colleges of education face difficulties placing students in field situations that provide for needed experiences such as access to diverse student populations and examples of exemplary technology use. This problem is particularly acute for Purdue University, which is not located near a major metropolitan center. As one part of the P3T3 project, two-way video conferencing is being used to link Purdue students and classrooms with partner K-12 students and classrooms. Particularly promising are new IP-based videoconferencing systems, which support high quality video conferencing over the Internet. These newer technologies are more flexible and less expensive than preceding video technologies. They provide an opportunity for pre-service teachers to observe K-12 classrooms, under the direction of a faculty member, and to interact with K-12 teachers and students at a distance. Initial experiments with the technology suggest it is a viable option for many types of student observations and interactions, and the flexibility and low-cost of the technology make it an attractive option relative to earlier video technologies.

Technology-proficient Faculty

Question	Answer
During the reporting period: Were SCDE faculty assessed on their level of technology proficiency?	Yes, as a grant activity
During the reporting period: How many SCDE faculty who participated in professional development to integrate technology were rated as technologically proficient using the assessment tool identified below?	1. Self Assessment: **22** 2. Observation (e.g., by dean, technology coordinator, facilitator): **Data not available** 3. Exam (e.g., multiple choice test, short answer test)): **Data not available** 4. Portfolio assessment: **Data not available** 5. Other (specify): **Data not available:**
During the reporting period: Were SCD of arts and science faculty assessed on their level of technology proficiency?	No
During the reporting period: How many SCDE faculty who participated in professional development to integrate technology were rated as technologically proficient using the assessment tool identified below?	1. Self Assessment: **[No data entered]** 2. Observation (e.g., by dean, technology coordinator, facilitator): [No data entered] 3. Exam (e.g., multiple choice test, short answer test)): [No data entered] 4. Portfolio assessment: [No data entered] 5. Other (specify): **[No data entered]**

Graduation Requirements

Question	Answer
During the reporting period: Did you add or expand a graduation requirement for preservice students to demonstrate proficiency in the use of technology in teaching or learning?	No

Learning Resources

Question	Answer
During the reporting period: Did faculty integrate technology in their courses?	Yes, as a grant activity
During the reporting period: For the course and program activities incorporating technology, what proportion used technology to enhance the following functions:	1. Communications: **Half or more** 2. Discussion: **Less than half** 3. Access to information resources and media: **Half or more** 4. Instructor information presentation: **Half or more** 5. Assessment: **Less than half** 6. Data collection or analysis: **Less than**

half
7. Learning: **Less than half**
8. Student projects or presentations: **Half or more**
9. Other (Specify): **Less than half:distance education, video creation, web page creation**

Technology-proficient New Teachers

Question	Answer
During the reporting period: Did preservice students have to demonstrate proficiency in using technology in teaching?	Yes, but not as a grant activity
During the reporting period: How many preservice students demonstrated proficiency in using technology in the following ways:	1. To apply computers and related technologies to support instruction in preservice students' grade level and subject area focus?: [No data entered] 2. To plan and deliver instructional units that integrate a variety of software applications and learning tools?: [No data entered] 3. develop technology lessons that reflect effective grouping and assessment strategies for diverse populations? [No data entered] 4. Other (Specify): [No data entered]
During the reporting period: What was the total number (unduplicated count) of preservice students that demonstrated proficiency in using technology?	[No data entered]
During the reporting period: How many of the preservice students that demonstrated proficiency in using technology were in their graduating year?	[No data entered]
During the reporting period: How were students' technology proficiency assessed?	1. In-class demonstration/observation: [No data entered] 2. (e.g., multiple choice test, short answer test): [No data entered] 3. Self-assessment: [No data entered] 4. Portfolio assessment: [No data entered] 5. Performance assessment: [No data entered] 6. Other (specify): [No data entered]

Inter-disciplinary Partnership

Question	Answer
In which of the following	1. Curriculum redesign to incorporate

activities was the SCD of arts and science (school, college, department of arts and science) involved?	best practices in the use of technology for preservice students **Yes** 2. Integration of web-based, multi-media resources in preservice education courses **Yes** 3. Faculty development workshops in technology **Yes** 4. Providing technical consultants/educators for the SCDE **No** 5. Development of student assignments reflecting use of technology **Yes** 6. Other (specify): **Don't know:**
OPTIONAL: Please describe any unique partnership models or interesting partnership activities in which your consortium engaged with other SCDs at your institution.	[No data entered]

K-16 Partnerships Populations

Question	Answer
In which of the following activities were the K-12 schools involved?	1. Providing clinical opportunities for preservice students **Yes** 2. Modeling effective use of technology in instruction by K-12 teachers for SCDE faculty **Yes** 3. Modeling effective use of technology in instruction by K-12 teachers for preservice students **Yes** 4. Providing mentors for preservice students **No** 5. Designing and developing of high-quality induction programs for program graduates **No** 6. Designing and developing of curriculum and/or graduation requirements for preservice students that reflect the technology needs of K-12 teachers **No** 7. Assessing the technology proficiency of preservice students **No** 8. Sharing of software, multi-media, and other technology tools **No** 9. Providing professional development opportunities for current teachers to improve their technology skills through training at the SCDE **No** 10. Other (specify): **Don't know:**
OPTIONAL: Please describe below any unique partnership models or interesting partnership	[No data entered]

activities in which your
consortium engaged with K-12
partners.

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If you require technical support, you may
contact us toll-free by phone at **1-888-524-6280** (press 0)
or by email at pfi_support@qrc.com.

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