

**Massachusetts Technology Leadership Consortium**

A Proposal to

**The Bill and Melinda Gates Foundation  
State Challenge Grant for Leadership Development**

Updated September 5, 2000

Submitted by a consortium comprised of:

Massachusetts Elementary Schools Principals Association (MESPA)

Massachusetts Association of School Superintendents (M.A.S.S.)

Education Development Center, Inc. (EDC)

Programs in Professional Education, Harvard Graduate School of Education (PPE/HGSE)

MassNetworks Educational Partnership (MNEP)

TERC

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## Introduction

The Massachusetts Technology Leadership Consortium (MA-TLC) was established in the spring of 2000 to develop a program of activities that will support educational leaders in public, private and parochial schools throughout Massachusetts in putting technology to effective use to improve teaching and learning. The Consortium is a collaboration of six organizations that are collectively responsible for designing and implementing the program. These organizations are:

- Massachusetts Elementary Schools Principals Association ([MESPA](#))
- Massachusetts Association of School Superintendents ([M.A.S.S.](#))
- Education Development Center, Inc. ([EDC](#))
- Programs in Professional Education, Harvard Graduate School of Education ([PPE/HGSE](#))
- MassNetworks Educational Partnership ([MNEP](#))
- [TERC](#)

This consortium is seeking funding from the Bill and Melinda Gates Foundation *State Challenge Grant for Leadership Development* program for comprehensive professional development activities that will enable school and district leaders throughout Massachusetts to increase their abilities to lead systemic educational improvement efforts that include high standards for all students; inquiry-based teaching practices; multiple forms of assessment; effective team-building; data-driven decision making; and effective uses of technology in the classroom and for administrative functions.

Three other statewide educational entities, the Massachusetts Department of Education ([MA DoE](#)), the Association of Independent Schools of New England ([AISNE](#)), and the Parents Association for Catholic Education (PACE), have provided input into the program planning, support the project's goals and objectives, and will participate in program activities. However, these organizations do not share the programmatic responsibilities and will not receive funding from the proposed grant.

## The Massachusetts Context

The State of Massachusetts made a major commitment to educational reform with the passage of its [Education Reform Act of 1993](#). Since then, there has been a significant increase in the overall level of State funding to schools in Massachusetts and in the level of per-pupil funding available in under-served communities. [State-wide curriculum frameworks](#) were developed in the core subject areas, and state-wide assessments have been implemented for accountability. Major efforts in the areas of teacher recruitment and professional development have also been part of the reform program. In addition, the Massachusetts State Department of Education has placed a major emphasis on the use of technology to support educational reform, with [state initiatives](#) to support student learning, teacher professionalism, and administrative efficiency. The [Educational Technology in Massachusetts 1999-2000 Report](#) shows the following status as of Fall, 1999:

- On average throughout the State, there are 7.4 students per high-speed computer (those with Intel Pentium or Apple Power PC processors, their equivalent, or newer). There are 5.1 students per any computer type.
- 69.2% of classrooms have access to the Internet and 68.5% of classrooms are connected to a Local Area Network (LAN).
- 60.8% of professional staff (including administrators, teachers and support staff) participated in district-sponsored technology professional development activities.
- On average statewide, district spending on technology training is up 36% from the 1998-1999 school year, with the average district spending \$188 per staff person.

Compared with other states, Massachusetts has an unusually rich array of colleges and universities, education professional associations, educational research and development organizations, and non-profit or university professional development providers, many of which are active in the education technology area. In recent years many of these groups have joined together in coalitions with the State Department of Education and with each other to offer a variety of initiatives that are relevant to this proposal. Some representative examples include the following:

- To equip and prepare schools to use twenty-first century technology, the Massachusetts [NetDay](#) campaigns, led by MNEP, mobilized 20,000 volunteers in nearly 75% of the state's school districts and over \$20 million of in-kind contributions for local networking. This formed a basis for a 1997 EdTech Bond bill, which provided \$50 million to schools for school local area networks on a 3-1 matching basis.
- To further reduce infrastructure costs, MA DoE created a purchasing consortium that hired a private firm to provide high-capacity connections to every public sector building in the state for the same low price regardless of location.
- To help schools keep their systems operational, as well as to prepare students for the high-tech labor market, MA DoE has supported state-wide efforts to promote academically-

aligned student technology training through [Youth Tech Entrepreneurs](#) and [MNEP's Students as Technology Leaders](#) programs.

- To ensure that all students have access to the general curriculum, MA DoE awarded MESPA a grant to create an [assistive technology program](#) that helps districts create local teams to implement inclusion strategies.
- To ensure that technology instruction for administrators and teachers is provided, MESPA operates a cutting-edge [Technology Center](#) that houses three technology labs and a software library of over 1,600 educational titles. MESPA serves as one of twelve national sites of the Educational Software Preview Consortium sponsored by the International Society for Technology in Education (ISTE). MESPA's [professional development activities](#) include an Ed.D. program in educational administration in collaboration with Boston College, a principal certification program, and an instructional technology specialist program.
- To make education data more accessible and useable, MA DoE is developing a comprehensive, web-based *Information Management System* to replace the paper-based data collection and information system that is currently used to exchange information between the Department and school districts.
- To promote more effective professional development activities, MA DoE and other organizations, including MNEP and TERC, secured a federal Technology Innovation Challenge Grant for [Project MEET](#) (*Massachusetts Empowering Educators with Technology*), which helps districts across the state develop teacher teams, create technology curriculum-integration support positions, and address policy issues.
- To help districts align classroom teaching to the new state frameworks, MA DoE and MNEP have made available a technology-facilitated program called [CLASP](#) (*Curriculum Library Alignment and Sharing Project*), which has been installed in nearly 200 districts. Building on that success, MA DoE, again working with MNEP and other groups, has been planning a series of educator tool sets called the *Virtual Education Space* (VES) and a related training program.
- PPE/HGSE and EDC have collaborated to offer the [Leadership and New Technologies](#) Institute during the summers of 1997–1999. Supported by the AT&T Foundation, these intensive week-long institutes brought together leadership teams from around the country to develop ways to successfully incorporate technology into their districts. A related web site provides ongoing support to the education leadership community.
- EDC and TERC, along with Learning Innovations and the Education Alliance at Brown University, have recently received funding from the U.S. Department of Education for the Northeast and the Islands Regional Technology in Education Consortium (NEIRTEC), one of ten regional consortia established throughout the U.S. NEIRTEC will provide professional development, information resources, and technical assistance to state, district, and building level leaders throughout its region, with a particular focus on the needs of underserved communities.

- M.A.S.S. has organized an annual [Superintendents Leadership Technology Conference](#), which last year was attended by about 500 superintendents and members of their district leadership teams. The association's web site, the [M.A.S.S. Exchange](#), is being developed as a superintendent online learning community for M.A.S.S. members.

The MA-TLC activities are designed to complement and coordinate with these and other relevant activities. We will also invite participation by other relevant organizations in the State, including the MIT Media Lab, the Concord Consortium, the Center for the Study of Testing, Evaluation and Educational Policy (CSTEED) at Boston College, and the Center for Applied Special Technology (CAST).

As this sample of the many activities in Massachusetts demonstrates, there is a strong commitment at all levels – from the Governor and legislature to the State Department of Education, to superintendents, principals, and teachers – to improving education and enabling all students to meet high standards. And, at all levels, the effective use of technology is viewed as an essential element in meeting that goal. The MA-TLC project will play a central role in helping school and district leaders understand the potential of technology to:

- enhance teaching and learning,
- develop effective policies and plans to provide the essential conditions required for technology use (see conceptual framework, below), and
- develop their own expertise as technology users.

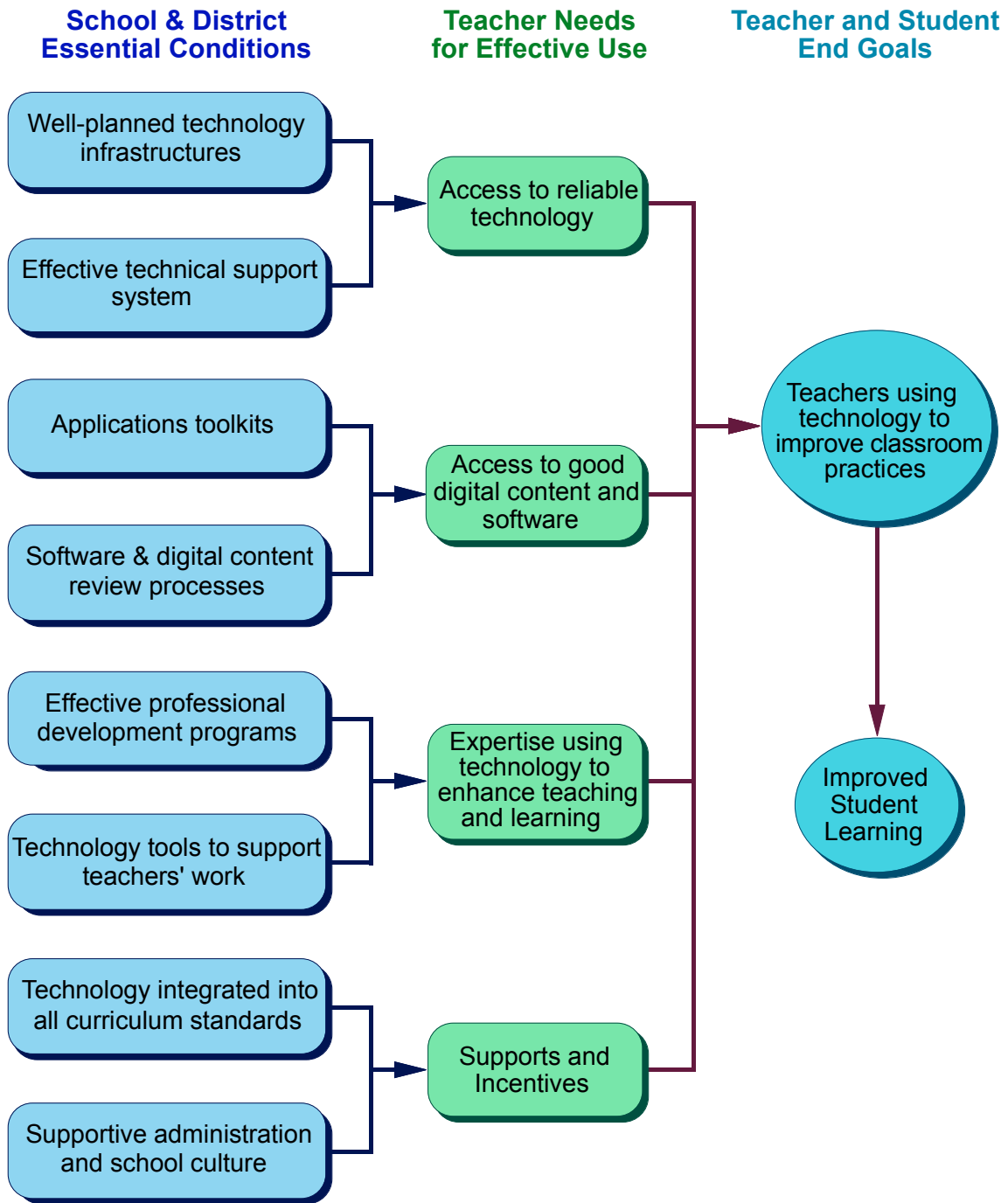
The project will focus specifically on using technology to help students meet the Massachusetts curriculum frameworks standards, and will incorporate case studies and best practices from districts throughout the state. The MA-TLC project will also provide professional development and ongoing support to enable school and district leaders to make effective use of technological resources being provided by the State, including the Information Management System, Curriculum Library Alignment and Sharing Project, and Virtual Education Space described above.

## Conceptual Framework

The conceptual framework underlying the proposed MA-TLC program builds upon the Milken Seven Dimensions (Lemke & Coughlin, 1998), CEO Forum Star Chart (CEO Forum on Education and Technology, 1997), and research on school improvement and technology implementation. This research includes work by EDC, including a national study tour of exemplary district technology implementations (Hawkins, Spielvogel & Panush, 1996) and research over ten years on the successful systemic reform and technology implementation in Union City, NJ (Chang, et al., 1998); research conducted by TERC in the Hanau, Germany, Department of Defense Dependents Schools (TERC, 1996) and on the impact of technology on teaching science (Feldman, Konold, & Coulter, 2000); and research by many others (e.g. Rockman, 1998; SEIR\*TEC, 1998; ACOT, 1995). This body of research establishes a set of *essential conditions* that must be in place in schools and districts to enable most teachers to use technology effectively to improve student learning.

The key elements of our conceptual framework in regard to technology to enhance teaching and learning are shown in Figure 1. In this figure, the right column shows the critical end-goals: technology used to improved classroom practices, resulting in improved student learning. The center column shows the major elements that teachers need to effectively employ technology in the classroom, and the left column shows the *essential conditions* that must be in place at the school and district levels. As Figure 1 shows, teachers need access to reliable technology; this requires well-planned technology infrastructures and effective technical support. Teachers need access to good digital content and software; this requires carefully selected software toolkits and well-defined processes for reviewing digital content and software. Teachers need expertise in using technology to enhance teaching and learning; this requires effective, ongoing, professional development programs and appropriate software for preparing and delivering lessons (Grant, 1996; Sandholtz, Rignstaff, & Dwyer, 1997; Kleiman & Johnson, 1998; Feldman, Konold, and Coulter, 2000). And teachers need incentives and supports; this requires curriculum standards that fully integrate technology, leadership, support, and technology understanding from administrators, and a school culture that encourages innovation and collaboration. If these essential conditions are not in place, technology tends to be used around the edges of the curriculum, for limited purposes and special events, rather than as an integral part of meeting core educational goals (Kleiman, 2000).

The MA-TLC program will provide school and district leaders with professional development activities and ongoing support designed to help them establish these essential conditions for the effective use of technology in their schools and districts, within the context of systemic school improvement efforts.



**Figure 1: Essential Conditions for Effective Classroom Use of Technology**

## Goals and Approach

The MA-TLC program focuses on professional development and ongoing support for district superintendents, public school principals, and private and parochial school heads. Our goals are to enable these school leaders to strengthen their abilities to lead systemic educational improvement efforts that include:

- high standards for all students, including those with special needs;
- in-depth, inquiry-based teaching practices;
- multiple forms of assessment, including performance assessments;
- strategic thinking based upon knowledge of the change process in schools;
- effective team-building within the school and district, and across the community;
- data-driven decision making;
- the integration of technology throughout the curriculum to enhance teaching and learning;
- the effective use of technology for administrative and communication functions;
- continuous program assessments to inform ongoing improvement efforts.

Our approach is a multifaceted program that incorporates (1) a Core Program that integrates a multi-phase in-person Institute with online activities, (2) the development of a state-wide leadership cadre, (3) a special in-depth summer program for selected district teams, and (4) ongoing information sharing. These activities are described in more detail below, under Project Activities.

## Participants and Incentives

The most recent available data show the following numbers of potential participants in the MA-TLC program:

District superintendents	288
Public elementary school principals	1256
Public middle school principals	270
Public secondary school principals	318
Charter school heads and principals	80
Private school heads and principals	307
Parochial school superintendents and principals	272
<b>Total</b>	<b>2791</b>

The MA-TLC program is designed with the expectation that 80% of those eligible will participate in program activities during the next three years. We believe this goal is feasible since we have the strong support of key leaders of all the relevant professional organizations and the State Department of Education, the consortium partners have strong networks throughout the State, and we plan an extensive outreach component for the program.

There are multiple incentives for those eligible to participate. Most important is the opportunity for each individual to strengthen his or her own leadership abilities and to learn to take advantage of the educational potential of technology. Participants will have opportunities to increase their own fluency in using technology in their work, to experience using technology as learners, and to participate in an ongoing community of education leaders. They will also be able to obtain optional academic credit for their work.

The MA-TLC planning committee is also seeking support to provide additional incentives, in the form of products, such as a Palm Pilot or other PDA, and in the form of access to additional resources, such as mentoring by a member of the Technology Leaders Network (described below) or eligibility for additional professional development activities.

The participants will also be able to receive Professional Development Points (PDP's), based on the level of their participation (participant or instructor), leading to their state-required recertification.

### **Project Activities**

The proposed program consists of the following activities:

#### *1. Core Program for Superintendents, Principals, and School Heads*

This program is designed to help prepare school and district administrators to provide effective leadership and to make informed decisions in regard to technology. The program will combine in-person and online activities, blending the two to address the need for informative presentations, collaborations with colleagues, problem-solving sessions, hands-on learning, opportunities to use technology as learners, and action planning.

We plan four days of in-person sessions, an initial 2-day Institute followed by two 1-day sessions, with sessions typically separated by four to six weeks. Between these sessions, participants will engage in online activities that will provide them with first-hand opportunities to experience using technology for communications, online collaboration, and distance learning. The online component will engage participants in a structured process of analyzing the current applications of technology in the school or district, setting goals, and developing an action plan. This process will be facilitated through online interactions with project staff and participant colleagues.

The core program will be run 8-12 times per year at several different locations around the State, with up to 80 participants each time. Program sessions will be led by experienced superintendents, principals, technology specialists, researchers, and university faculty with expertise in professional development for education leaders. The design of the program will build upon prior successful work of the MA-TLC partner organizations, including the [Leadership](#)

[and the New Technologies Institutes](#) (HGSE and EDC), the [MESPA Technology Center](#) professional development programs, the [Technology and Curriculum Integration Leadership Program Institutes](#) (MNEP), and the [Technology Making a Difference Institutes](#) (TERC).

The program's pedagogy will emphasize active engagement by the participants, providing information, resources, interactions, and activities that will enable them to develop their own understandings and ideas. In addition, the program will support participants in developing action plans for their schools and districts. As in the prior work by the partner organizations listed above, the MA-TLC core program will contain a mix of activities, including:

- *Presentations and panels* in which knowledgeable presenters will describe their personal experiences, provide demonstrations, and summarize relevant research to inform participants about possibilities and provide relevant background knowledge. These sessions will help participants to address the question of “Why technology?” and understand their roles in supporting the effective uses of technology in classrooms. These sessions will also provide concrete evidence that the potential of technology can become a reality in their schools, while helping them understand the multiple factors that must be addressed to support effective uses of technology in classrooms.
- *Demonstrations* by teachers and students to provide concrete examples that help educational leaders first address the question of “Why technology?” and then to develop their own perspectives and models about what the effective use of technology looks like in schools.
- *Hands-on sessions* in which participants will have opportunities to learn to use relevant technologies (e.g., data analysis tools, communications tools, the Massachusetts Information Management and Virtual Education systems) in a supportive environment. These sessions will also introduce participants to useful resources and tools for their work.
- *Teaching cases* in which participants will engage in realistic problem solving, often taking different roles to gain different perspectives, and learn strategies for addressing similar issues in their own schools and districts. For example, in prior work we have used teaching cases about policy issues of acceptable use of Internet access by students (available at <http://www.edc.org/LNT/library/resources/aupcase.htm>).
- *Peer exchanges on critical issues* in which participants exchange their own ideas and experiences in facilitated small-group discussions. (We plan to offer these in both face-to-face meetings and online).
- *Special topic sessions* where participants work with an expert in a selected topic to learn more about areas in which they are particularly interested. These topics will be selected with input from the participants.
- *Action planning sessions*, in which participants will engage in structured processes to analyze the current status in their schools, define goals, and plan steps for meeting those goals. These sessions will engage participants in using data about their own schools, including the MCAS scores from the statewide assessment, to inform their decision making.

The action planning component will be continued through the online components of the core program. The online work will structure processes in which participants collect information from their schools, meet with other stakeholders, and build and begin to implement an action plan. Through online interactions participants will have access to resources and tools, online mentoring, and opportunities to exchange ideas with colleagues. The online components will also provide participants with an opportunity to experience for themselves the power of the technology to support their own work. This work will build upon, for example, an online workshop already developed by EDC and TERC on using data to inform decision making.

In the course of the three-year project, we expect that 80–100% of the education leaders in public, private and parochial schools will participate in this program. The result will be to significantly increase the ability of school and district leaders throughout the state to:

- develop and sustain effective teams to address district and school technology planning and implementation;
- develop and articulate a vision of how educational technologies can improve classroom teaching and learning and help all students achieve to high standards;
- establish the essential conditions to support effective classroom uses, as described in the Conceptual Framework section;
- understand the key elements of the change process, which will inform their leadership and practice;
- establish effective professional development programs for the classroom integration of technology;
- assess the impact of technology on classroom practice and use assessment data to improve policies and programs;
- use technology themselves in communication, information gathering, data analysis, and other areas relevant to their work;
- build processes for continuous school improvement that leverage the potential of communication and information technologies; and
- develop an action plan for steps in take in their own districts or schools.

## *2. Technology Leaders Network*

Another component of the project will focus on developing and sustaining a Technology Leaders Network (TLN) of district and school leaders who have extensive expertise in using technology to improve student achievement. This group will develop and disseminate proven strategies of effective implementations of educational technology. The TLN will be supported by a seminar that will include: a two-day summit, periodic seminars, round table discussions, and an electronic network. Beyond supporting each other's learning, TLN members will: serve as

faculty at MA-TLC institutes and online workshops; present at M.A.S.S. and MESPA conferences; provide mentoring and consulting to their colleagues; and provide informed input to policy makers. The TLN seminar will be designed as an in-depth version of the Core Program, with the goal of preparing these key superintendents and principals to be agents of change, as well as the backbone of continuing technology leadership in Massachusetts through the Commonwealth's professional associations, M.A.S.S. and MESPA.

Each year the MA-TLC will support one Superintendent TLN cohort and two Principal TLN cohorts, one for elementary schools and the other for middle and high schools. There will be about 15 participants in each TLN cohort, with representation from all regions of the state. Therefore, each year the TLN program will have about 45 members, and over the course of the three-year program there will be about 135 key technology leaders across the state participating.

The Superintendent and Principal TLN cohort groups will apply their own perspectives, but they will also be coordinated based on their similar needs. For example, all TLN members will convene at some of the same workshops, institutes, and online activities to learn about and discuss topics of common concern, such as: preparing financial plans for the total cost of ownership, feasibility and scalability of promising practices, staffing to support system-wide implementation, and legal and policy issues.

After the first year of the seminar the superintendents in the TLN will concentrate their mentoring efforts in their regions of the State and with new superintendents. Therefore the TLN superintendents will be working with 100% of all MA superintendents. The principals will work within the county organizations established by MESPA to share their knowledge and expertise with other principals in the regions. The TLN principals will focus their mentoring efforts both in the regions and within their districts by working with their superintendents to help other principals in their district understand how technology makes a difference in their school. After the second year of each TLN cohorts' mentoring activities and presentations, M.A.S.S. and MESPA hope to support TLN members in continuing their commitment to work with their colleagues with additional corporate or foundation funding.

Through these various forms of dissemination and mentoring, TLN members will encourage their colleagues to participate in the MA-TLC Core Program and Summer Institute, and perhaps some of them will join a future cohort of the TLN. As technology expertise increases in the state, the TLN will grow in membership and influence. It will help the professional organizations in Massachusetts sustain the momentum of technology leadership established by the MA-TLC program beyond the three years of the Gates Foundation's funding.

### *3. Summer Institutes for District Teams*

Each summer a special institute will be held for district teams that have been selected, through an application process, as poised to provide "state-of-the-art" models of the effective use of technology to enhance teaching and learning. These summer institutes will offer in-depth leadership experiences for these district teams to support them in planning systemic approaches to further integrate technology into their school programs. They will be designed to help the participating districts further strengthen their efforts, and they in return will provide "proof of concept" and "demonstration sites" to inform other districts throughout the State, thereby assisting MA-TLC in its dissemination goals. Prior to the start of the institute, each participating

team will define areas on which it wants to focus, and during the Institute each team will develop an action plan to address its selected areas.

These four-day summer institutes will be held at the Harvard Graduate School of Education and will build upon the [Leadership and the New Technologies Institutes](#) that have been offered each of the past three years by HGSE and EDC. They will focus on strategies for addressing all the essential elements required to successfully integrate technology throughout the curriculum to help students achieve to high standards. The program includes presentations, hands-on sessions, special topic sessions, role-alike exchanges, and facilitated district and cross-district working groups.

Key topics covered in these Institutes include:

- Using Technology to Strengthen the Academic Program
- Professional Development for Teachers
- Emerging Approaches to a District Technology Infrastructure
- Issues of Equity and Ethics
- The New Nature of Leadership

Participation in these summer Institutes will be limited to district teams that include the superintendent, principals, and other district leaders such as a district technology coordinator. Clusters of private schools that work together will also be eligible to send teams. These Institutes will be able to accommodate only a small number of the districts in the State, so there will be an application process and a tuition charge (which will cover the costs of participation by those who are not superintendents, principals, or school heads).

The application criteria will focus on the vision for technology use articulated in the application; the current status of technology use, planning and support in the district; the effectiveness and inclusiveness of district decision-making processes; and the composition of the proposed team from the district. The Milken Seven Dimensions framework will be used as part of the criteria to assess whether the district is poised to become a model for others. Districts accepted for participation will agree to host site visits at their schools, provide information for case studies for the MA-TLC program, and contribute to the MA-TLC core program activities.

#### *4. Conferences and Information Dissemination*

The annual M.A.S.S. Superintendents Technology Leadership Conference (STLC) is a two-day conference held in October of each year, with a large percentage of the superintendents in the state in attendance, along with selected others who superintendents invite from their districts. STLC will play an important role in introducing the MA-TLC program to superintendents, engaging them in technology and leadership professional development activities, interesting them in participating in other MA-TLC activities, initiating the MA-TLC Technology Leaders Network for superintendents, and gaining the support of superintendents so that they encourage their principals to participate in the MA-TLC program.

The 2000 STLC conference focuses on the theme of *Teaching and Learning in the Networked World*. It includes a mix of activities, including:

- keynote addresses by David Thornburg and Cheryl Lemke
- case study presentations of exemplary programs from 15 school districts
- showcase demonstrations of 20 exemplary technology-enhanced learning projects
- sessions that introduce participants to major statewide initiatives such as the Virtual Education Space and the Information Management System
- hands-on sessions to introduce the M.A.S.S. Exchange for online communications as well as other online resources
- vendor demonstrations
- panels on key issues relevant to superintendents (such as determining total cost of ownership for technology and legal and policy issues for the networked district), and
- time for informal interactions.

The annual MESPA Principals Conferences will also be integrated into the overall MA-TLC program. These conferences will provide opportunities to disseminate information about the program, conduct sessions that preview elements of the MA-TLC activities, conduct follow-up meetings with participants in past MA-TLC activities, and hold meetings of the Technology Leaders Network members.

The MA-TLC project will develop its own web site, which will contain information about upcoming events, detailed documentation of past events (including programs, speaker notes, readings, web resources, and evaluations), case studies of successful programs in Massachusetts schools, and other resources for school and district leaders. This web site will link with the M.A.S.S. and MESPA web sites and with the Massachusetts State Department of Education web site. In addition, the MA-TLC project will collaborate with other relevant organizations and projects, such as the Massachusetts State Department of Education and the U.S. Department of Education Regional Technology in Education Consortium (RTEC), to inform school and district leaders about our programs and to provide ongoing information relevant to their work.

### **Evaluation**

We view formative evaluation as a critical aspect in the design of a complex project such as the one we are undertaking. Evaluation data will be collected for all program activities and used to ensure that the program meets participants' needs and to continually improve the program design and delivery.

TERC will have primary responsibility for the evaluation of each of the program activities described above. We will:

- *Evaluate individual events.* The organizers of each event will be responsible for working with the evaluators to define measurable outcomes, based on the goals of the specific event and the general goals of the project. The evaluators will develop the evaluation instruments, collect the data, interpret it, and provide rapid feedback to the planning committee.

- *Evaluate impact broadly.* We will measure our impact across the widest range of participating districts. Using pre- and post-surveys, along with follow-up interviews of a sample of participants, we will collect data to answer questions such as: When a superintendent or principal attends a MA-TLC event, what is the direct impact (e.g., changes in his/her leadership in the district or school)? What is the indirect impact (e.g., further engagement by the district or school in other professional development activities; evidence of changed discourse among superintendents and principals )? Similarly, we will look at the cumulative impact in districts of the superintendents' and principals' overall participation in MA-TLC activities.
- *Evaluate impact in depth.* The evaluators will create case studies through in-depth analyses of 4 to 6 schools and/or districts, tracking the interaction with MA-TLC activities through the full span of the project. We are interested in what motivates participation in the project, the impact of the program activities on individual participants, how their leadership practices and personal use of technology changes, and what additional support they need.

### **Management and Staffing**

The project will be managed by an executive committee consisting of members from each of the partner organizations. These members are:

- Nadya Aswad Higgins, Executive Director, MESPA
- Chris Martes, Executive Director, and Ann Koufman, Director of Technology Initiatives, M.A.S.S.
- Glenn Kleiman, Vice President, EDC
- Linda Greyser, Associate Director, HGSE Programs in Professional Education
- Steve Miller, Executive Director, MNEP
- Alan Feldman, Center Director, TERC

There are three closely linked layers of project management: task managers, project manager, and executive committee. Each of the major components will have a task manager based at the organization that has primary responsibility for the activity. The task managers will be responsible for implementing the overall MA-TLC plans and managing the day-to-day work related to their activities. They will report to the project manager. The project manager, based at MESPA, will work with the task managers to ensure appropriate coordination among the various activities, will work with the partner organizations to vigorously and proactively recruit participants, and will work with the executive committee to assure the quality of all project activities. The project manager will report to the executive committee. The executive committee will be responsible for setting directions, reviewing the design of all MA-TLC activities, and ensuring that the evaluation findings are implemented.

Each of the partner organizations will contribute its expertise as appropriate to the design, development, and implementation of all project activities, with specific organizations taking the lead for different activities. MESPA will serve as the fiscal agent and project director. MESPA

and M.A.S.S. will share primary responsibility for the Core Program for Superintendents, Principals, and School Heads, and for the Technology Leader Network. EDC will have primary responsibility for the online activities and the web site. PPE/HGSE and EDC will share responsibility for the Summer Institutes for District Teams. TERC will be responsible for the project evaluation and will contribute to the other activities. EDC, MNEP, and TERC will provide staff for all activities.

The executive committee will meet periodically with an advisory board comprised of educators, business executives, researchers, and representatives from state education agencies and associations. The role of the advisory board will be to offer feedback on the consortium's goals, policies, programs, services, strengths, and needs.

### **Contributors to the MA-TLC Program Design**

In addition to the members of the executive committee listed above, the following individuals reviewed and provided valuable input to the MA-TLC program design:

- Greg Nadeau, Chief Technology Officer, MA-DoE
- Ann Duffy, Associate Commissioner, MA-DoE
- Connie Louie, Instructional Technology Director, MA-DoE
- Stephen Clem, Executive Director, Association of Independent Schools in New England (AISNE)
- Joe Palumbo, Project Director, EDC
- Jim Brown, Assistant Executive Director, MESPA
- Steve Perla, Executive Director, Parents Association for Catholic Education (PACE)

### **Budget request**

The MA-TLC requests a total budget of \$3,349,200 to carry out the program described in this proposal over a three year period, starting September 1, 2000. This request is based upon the plan that 80% of the 2791 eligible superintendents, principals, and school heads in Massachusetts will participate in the program, with funding from the Gates Foundation of \$1,500 per participant. Matching funds will be providing by the partner organizations, corporate sponsors, and participating school districts.

The budget details, which are confidential, will be sent directly to the Gates Foundation.

## References

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