

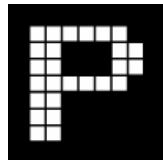
Teaching + Technology Coaching Initiative

Program Information Application Materials 2004

The Puget Sound Center's Teaching+Technology Coaching Initiative (T2CI) will empower at least 150 teachers to coach and provide assistance to colleagues who are working toward integrating technology into their classroom curriculum to enrich and enhance learning. The program is funded by a U.S. Department of Education Technology Innovation Challenge Grant with support from the Puget Sound Center for Teaching, Learning and Technology, Seattle, Shoreline, Edmonds, and Mukilteo School Districts.

"One-on-one coaching is the best way for teachers to learn how to integrate technology."

Laura Grosvenor, mentor and LMS at Kimball Elementary, Seattle School District



PUGETSOUNDCENTER
for teaching, learning and technology

Program Overview

The goals of the T2CI are to foster the systematic integration of technology into classrooms in partner school districts by training up to 150 teachers by 2004 to become coaches for other teachers in their schools. As coaches, they will assist their peers in identifying ways that technology can strengthen classroom curriculum and enhance their students' academic achievement. They will also help their colleagues develop the necessary technology skills and instructional strategies needed to effectively integrate technology into teaching and learning. Elements of the T2CI include:

- Hands-on creation of curricular projects and evaluation tools that address state and district curricular and technology standards and develop technology skills.
- Development of coaching skills and strategies through hands-on activities.
- On going support through the use of a series of powerful online tools designed to assist coaches and participating teachers.

What is Teaching+Technology Coaching?

Teaching+Technology Coaches are teachers who have had some success in integrating technology into their classroom curriculum, and who are willing to help other teachers in reaching this same goal. T2CI coaches provide this assistance by consulting with other teachers, discussing and sharing teaching practices, and supporting efforts to enrich student learning through the use of technology.

What does a T2CI Coach do?

Coaches teachers in skills and strategies needed for classroom use of technology by...

- Planning technology rich activities or projects with individual teachers.
- Modeling lessons that integrate technology.
- Team teaching or assisting in teaching a lesson.

Some Coaches might also...

- Assist during technology integration workshops.
- Lead staff development workshops for groups of teachers in the school.
- Schedule/publicize outside staff development activities.
- Observe a lesson and review what worked, what needs improvement and how to improve the activity or instructional strategy.
- Provide technical support for colleagues. Effective coaches quickly find ways to have others provide technical support so they can focus on technology integration.

What are the attributes of a T2CI Coach?

- Good listener.
- Has enough depth and breadth of knowledge to help teachers who are at various stages of technology integration, including appropriate instructional strategies.
- Knowledge of how to organize/structure a technology-rich classroom.
- Knowledge of effective grouping strategies.
- Knowledge of standards and how technology can support them.
- Recognized by staff as a strong teacher, perhaps an outstanding teacher*

**prerequisite*

What Are The Benefits Of Technology Integration Coaching?

Research findings indicate that school-based, peer coaching plays a role in improving student achievement. This research wouldn't surprise many teachers. They often look first to colleagues when they need assistance to integrate technology into their classroom. T2CI Coaching enhances each school's capacity to offer sustained, high quality assistance to its teachers. T2CI provides coaches with the knowledge, tools, and support needed to enhance student learning. By providing job-embedded, on going professional support, coaches can help build new strategies and skills by:

- Encouraging reflection and analysis of teaching practice.
- Fostering collaboration among teachers throughout the school building.
- Utilizing the school's teacher leaders.
- Providing on-going, cost-effective staff development.
- Providing opportunities for professional growth for their colleagues whatever their experience with integrating technology.

Resources on Coaching and Mentoring

Education Week, Hot Topics, Professional Development

<http://www.edweek.org/context/topics/issuespage.cfm?id=16>

By providing on-going professional development that is connected to student achievement, schools are finding new ways to provide teachers with needed skills and instructional strategies. This article gives an overview of the principles of effective professional development with links to related articles

Mentoring In the New Millennium by Andy Hargreaves and Michael Fullan

http://www.oct.ca/english/ps/december_1999/mentoring.htm

Explores mentoring programs developed in the past decade and describes how such programs can promote collegial professionalism.

Teachers Take Charge of Their Learning, Transforming Professional Development for Student Success

http://www.nfie.org/publications/takecharge_exec.htm

To improve student achievement, public schools must weave continuous learning for teachers into the fabric of the teaching profession. This article tells how schools can build effective staff development programs.

Recommended Coaching Models

Part Time Model	
Resources and Funding	Possible Roles and Responsibilities
<p>T2CI provides:</p> <ul style="list-style-type: none"> • Program orientation session • Coaching Academy training • Post-Academy professional development • Guidance in creating a coaching portfolio • Training and use of online support resources • 2 release days* • \$500 stipend* <p>Sample school/district match:</p> <ul style="list-style-type: none"> • Fund .5 FTE • 2 days of release time annually for each of the participating teachers. • Rearrange schedules to permit common planning times for coach and participating teachers. • District Instructional Technology or Curriculum staff will mentor coach. <p>* available only to T2CI grant participants</p>	<p>Provides one-on-one coaching with staff informally or during common planning times.</p> <ul style="list-style-type: none"> • Provides examples of standards based, technology rich projects that are relevant to participating teachers. • Collaborates in planning technology rich lessons or activities with participating teachers. • Models/team teaches lessons that integrate technology. • Identifies and shares useful learning resources, or teaching strategies to participating teachers. • Provides feedback on lessons or learning activities. <p>Provides opportunities for staff to develop their skills in integrating technology into the curriculum.</p> <ul style="list-style-type: none"> • Assesses participant's skills and knowledge of technology integration. • Offers teachers just in time assistance with technology skills needed to implement classroom projects. • Plans and leads workshops to help participants gain skills and knowledge to integrate technology. • Provides staff with information on conferences and out of district staff development opportunities. • Provides information on self-paced training materials.

Part-time Scenario: Mary was recognized in her building as an outstanding teacher who uses technology to enhance and enrich her lessons. When levy resources wired the school, linked classrooms to the Internet, and provided classrooms with new computers, the staff wanted help in learning to use these new tools. The school's leadership team recognized this need and looked for sources of funds to make a peer coaching program work in their school. They discovered that in the No Child Left Behind bill, Congress had allocated money for each state to improve teacher quality. Checking with district staff they found that they could access Title Ila funds to release Mary to coach half time. Mary serves as a reading specialist in the morning, but in the afternoon she was busy helping others integrate technology. These resources also provide Mary with two release days each year. (Other schools have used the school's operating budget to pay to release coaches, and still others have used district professional development funds for this same purpose.)

As a technology coach, Mary met with teachers from each grade band before the school year started to get a sense of what projects they would be working on that year. Mary started to develop ideas of how technology could enrich some of these projects and to gather teaching resources useful for these projects. At the same time the school leadership team was finding resources to fund their coaching program, they realized they needed to find time for the coach to meet with collaborating teachers. They provided time by rearranging their schedule so that all of the teachers who taught at the same grade band had common planning time. One afternoon a week, Mary meets with each teacher team to jointly plan an upcoming lesson or unit. At these meetings Mary may provide a PowerPoint template that would be useful for the lesson or unit, point the teachers toward a Web site for the lesson, or arrange to provide teachers with a technology skill they need to complete the unit. Initially, Mary was providing most of the resources, but as the year progressed, many of the teachers Mary was working with began to share ideas for units with their teacher team, or bring in Web resources that were valuable for planned projects. Planning meetings with the primary teachers have worked extremely well. Their planning times occur in the afternoons when Mary is free to coach. The upper grade teachers have planning times in the mornings when Mary is teaching. When Mary finds one of these teacher teams needs assistance, she uses some of the release time the building has provided to bring in a substitute for the morning. This frees her to meet with the upper grade teachers she is collaborating with.

Mary also routinely provides this type of advice in between these scheduled planning meetings. Most days she gets a chance to talk to teachers she is collaborating with before or after school, in the teachers lounge or in passing in the hallways. Teachers often use these meetings to seek advice, guidance or a bit of support for the projects they are teaching. In these impromptu meetings, Mary is providing the teachers with a sense of confidence that they will have the support they need to complete these new projects successfully.

In addition, Mary plays an active role in helping to implement projects. She models a lesson by going into other teachers' classrooms to lead a lesson. In other cases she provides this model by team-teaching part of a lesson with the teachers she is collaborating with. In some cases the classroom teacher planned and led the lesson while Mary assisted. By working closely together, both the teachers could reflect about their work and ask questions as they learned on the job. And both teachers and coach reported that they felt energized by this close sense of collaboration.

Sometimes Mary worked with groups of teachers after school or on staff development days. She frequently used these events to showcase some of the work being done by teachers in the school. Twice a month Mary offered *Tech Time* for a half hour after school so staff could create one small project that they could immediately use. The weekly team planning meetings give Mary the ability to provide teachers with one on one training to insure they have the technology skills they need to complete their projects.

Grade Level or Departmental Model	
Resources and Funding	Possible Roles and Responsibilities
<p>T2CI provides:</p> <ul style="list-style-type: none"> • Program orientation session • Coaching Academy training • Post-Academy professional development • Guidance in creating a coaching portfolio • Training and use of online support resources • 2 release days* • \$500 stipend* <p>Sample school/district match:</p> <ul style="list-style-type: none"> • Funds one period daily release time for coach • 2 days of release time annually for each of the participating teachers. • Rearrange schedules to permit common planning times for coach and participating teachers. • \$1500 stipend funded by District. • District Instructional Technology or Curriculum staff will mentor coach. <p>* available only to T2CI grant participants</p>	<p>Provides one-on-one coaching with staff informally or during common planning times.</p> <ul style="list-style-type: none"> • Provides examples of standards based, technology rich projects that are relevant to participating teachers. • Collaborates in planning technology rich lessons or activities with participating teachers. • Models/team teaches lessons that integrate technology. • Identifies and shares useful learning resources, or teaching strategies to participating teachers. • Provides feedback on lessons or learning activities. <p>Provides opportunities for staff to develop their skills in integrating technology into the curriculum.</p> <ul style="list-style-type: none"> • Assesses participant's skills and knowledge of technology integration. • Offers teachers just in time assistance with technology skills needed to implement classroom projects. • Assists outside trainers during formal workshops. • Provides staff with information on conferences and out of district staff development opportunities. • Provides information on self-paced training materials.

Like many teachers, Linda and Manuel work in a school that recently received a lot of new technology, but few teachers were using these new tools on a regular basis. The school had earlier adopted a model where much of the school's professional development was focused on teachers meeting regularly in grade level teams to compare student work samples and plan a more integrated curriculum. This model for professional development was at the heart of the professional development strategy written into their schools' academic achievement plan. As the school looked for a way to use this model to meet the needs of teachers who wanted to use technology, they read about several schools that used coaches or mentors to lead the staff development of their teacher teams. The

school felt coaching would add value to their team based professional development approach, and decided to adopt this model.

Some of the building blocks of a successful coaching program were already in place. The departmental teams already had common planning times. But other pieces needed to be added. The school used technology stipend funding the district provided for the two coaches. They also used the building budget to provide some release time for the teachers the coach was working with. Finally, they use federal funds from Title II a of the No Child Left Behind Legislation to fund the additional release time their coaches need to work with other teachers.

Linda and Manuel had found that teaching with technology brought instructional resources to their classrooms that would not have been possible just a few short years ago. Their students were eager to use technology for researching, writing, and publishing their work. Their colleagues in the math and language arts departments agreed to use Linda and Manuel as coaches so that they could use technology to enrich their classroom activities.

Coaching has become an effective way for the other teachers on Linda and Manuel's teams to learn new technology skills and instructional strategies for integrating technology in the classroom. Each coach has a common planning time with a team of teachers involved in the coaching project. Once a week they meet to plan activities, share resources, compare student work samples, or learn a new technology skill. At one of their first meetings, the teachers all agreed on a common focus, student writing. Next they talked about how to organize their classrooms so that each team of students could gather around one computer. Then the coaches helped the teachers get started with small projects they could use the next day with their students. Eventually they started planning out longer projects and on-going activities.

While these weekly planning meetings were important for laying out goals and charting progress, Manuel and Linda found that most of their coaching activities happened in informal meetings with teachers throughout the school day. Often they bumped into teachers in the halls or the teacher lounge and checked in on progress. In these informal meetings, collaborating teachers often got answers to questions about teaching strategies, valuable online resources, or answers to immediate software questions that kept their lesson on track and their confidence that they could be successful using technology high.

Linda and Manuel's coaching duties went far beyond planning. They knew that seeing believes. Several times a year, they scheduled substitutes for the team of teachers so they could observe coach's classroom when students are using technology. At other times the coaches team taught a lesson with their colleagues.

Coaching has increased the sense of collaboration among the teachers on these two teams. The teachers know there was always someone to turn to if they had a question, or someone they can share ideas about a new lesson or project. Working together they have all been more successful at using technology to enrich student learning.

Library Media Specialist Model	
Resources and Funding	Possible Roles and Responsibilities
<p>T2CI provides:</p> <ul style="list-style-type: none"> • Program orientation session • Coaching Academy training • Post-Academy professional development • Guidance in creating a coaching portfolio • Training and use of online support resources • 2 release days* • \$500 stipend* <p>Sample school/district match:</p> <ul style="list-style-type: none"> • Funds for .5 FTE classified library staff to assume library duties and provide LMS with flexible schedule to meet with collaborating teachers. • 2 days of release time annually for each of the participating teachers. • Rearrange schedules to permit common planning times for coach and participating teachers. • Technology stipend funded by schools general budget. • District Instructional Technology or Curriculum staff will mentor coach. <p>* available only to T2CI grant participants</p>	<p>Provides one-on-one coaching with staff informally or during common planning times.</p> <ul style="list-style-type: none"> • Provides examples of standards based, technology rich projects that are relevant to participating teachers. • Collaborates in planning technology rich lessons or activities with participating teachers. • Models/team teaches lessons that integrate technology. • Identifies and share useful learning resources, or teaching strategies to participating teachers. • Provides feedback on lessons or learning activities. <p>Provides opportunities for staff to develop their skills in integrating technology into the curriculum.</p> <ul style="list-style-type: none"> • Assesses participant's skills and knowledge of technology integration. • Offers teachers just in time assistance with technology skills needed to implement classroom projects. • Assists outside trainers during formal workshops. • Provides staff with information on conferences and out of district staff development opportunities. • Provides information on self-paced training materials.

As the Library Media Specialist, Sarah was used to working closely with the teachers in her building to ensure the library had traditional resources found in school libraries and online resources to support the units that teachers had planned for the year. Last year Sarah's support role expanded. Sarah's school improvement plan called for the use of technology to enhance student learning. The school principal, and leadership team, felt Sarah could play a critical role in helping reach this goal. They defined her expanded library media specialist role to include the technology integration coaching. Her responsibilities included helping teachers work towards integrating technology into their classrooms to support the school's improvement plan goals.

With the support of her colleagues, Sarah was able to use building funds to hire a half time clerical support. She shifted some of her administrative duties in the library to this clerical staff to create a flexible library schedule that allows her to meet with staff during their planning times and to provide other support as a coach for a part of each day. In addition, the school leadership team chose Sarah to receive the educational technologist stipend provided by the district. (Some elementary schools have asked each teach to assume some limited administrative responsibilities in the library, such as checking books in and out, to provide the LMS with the time to coach.)

To help staff take advantage of these new digital tools, Sarah started by identifying one team of teachers she could coach. She found a group who had not been using technology in the classroom, but who were unhappy with the results of a project on American presidents they had previously assigned. Sarah worked with them to plan a project based on the WebQuest model. It had students work in teams to develop a reelection campaign strategy for "their" president. As part of the process of designing the unit, Sarah helped the teachers identify online resources that could encourage the students to be more actively involved in learning, and analyze and synthesize their findings. The teacher who partnered to create this project with Sarah was extremely happy with the results. Instead of finding the students had produced an encyclopedic account of a presidency; the students work reflected a deeper analysis of the issues of the day, and more complex problem solving. He was soon asking Sarah

for assistance on more projects he was planning, and other teachers who heard about the project were asking Sarah for help.

Coaching has become an effective way for the staff to learn new technology skills and instructional strategies for integrating technology in the classroom. By team teaching with Sarah, teachers learn how to organize and manage teams of students sharing computers. Each week, Sarah provides a short after school workshop for interested staff on a specific task involving technology. One week, she focused on evaluating Web sites, and another week, she demonstrated Internet search strategies. The teachers have found that having immediate access to someone who can answer questions about using these new tools has helped them integrate technology into the curriculum.

Grant Provided Resources

The strength of this grant lies in the training and tools it provides for coaches. The grant provides:

- Two release days
- \$500 stipend
- Professional development via online, school year, and summer workshops
- Online support tools

Potential School/District Matching Support

For the T2CI program to be effective in reaching its goals of seeing technology used effectively in every classroom, we recommend districts consider making a long term investment in coaching in a way that will help them realize their staff development goals. Such models would be sustainable beyond the life of the grant.

Suggested matches would be:

- Mentoring for coaches (e.g., district IT staff)
- Release time for T2CI coaches
- Release time for collaborating teachers
- Time for coaches and collaborating teachers to meet
- Appropriate classroom equipment for coaches
- Key building administrator participation in at least one grant follow-up meeting
- Access to training facilities
- Sufficient technical support

Schools and districts may find that effective matching sources would be reallocation of existing resources rather than identifying additional financial support.

Program Activities

Coaching Academy at a Glance - <http://www.pugetsoundcenter.org/t2ci/tour/index.html>

Session 1: This session is designed to give participants an overview of the program and to engage them in activities that provide a sense of why coaching is an effective professional development strategy. Participants also work through exercises that help them define what coaching could look like in their school.

- What are your schools educational goals?
- What activities are teachers pursuing that support these goals?
- Which of these activities can be enriched through the use of technology?
- Who will you coach and when will coaching occur?
- What steps can your school take to ensure coaching is successful?

Participants learn how to use PILOT as a guide in providing assistance to the teachers they collaborate with.

Finally, participants are introduced to the online discussion tool we use to encourage collaboration among coaches.

Session 2: There are three goals for this session. First, participants draw on the discussion they have had at their schools to complete their plan for coaching and then use PowerPoint to create a presentation of that plan to share with colleagues in the fall.

Second, coaches begin to find a hook; one or two simple resources they can share with teachers that will help them use technology to more effectively reach classroom goals. These resources might include lesson plans, rubric building tools like Rubistar, or great resources for a science lesson or one on Lewis and Clark. As they find these tools, participants learn how to create a personalized coaching portfolio. The Coaching Portfolio is a Web based tool used to list resources that are immediately useful to them and collaborating teachers.

Third, coaches are introduced to a series of norms for collaboration and communication they can use to build a strong collaborative relationship with their peers.

Sessions 3, 4 and 5: Participants learn to use a project checklist to evaluate the strength of a proposed lesson, project, or unit. Working in teams, coaches use this checklist to evaluate "This Old Lesson." These "old lessons" are a series of projects that are often implemented by classroom teachers. Coaches use the checklist to evaluate what is strong about these lessons, what needs improvement, and how to improve the lesson. They will use this checklist and skills throughout the remainder of the program. In the course of this activity they will also have opportunities to practice the collaboration and communications skills developed earlier.

Participants will then develop a short curricular activity, called a Web lesson. In the process of creating the Web lesson, participants will write an essential question, create tasks for students, link the unit to standards, outline scoring guides, and find resources to complete the lesson.

In addition, participants will identify how technology can support units or projects for the teachers they are collaborating with. They will also learn how to coach other teachers in the creation of similar projects, lessons, or units.

After creating the Web lesson, participants will develop any scaffolding or organizational tools to help students complete the Web lesson. They then follow the instructions they have drafted and complete the Web lesson as a student would.

Participants present their work to colleagues and spend time analyzing what worked in and what areas of the Web lesson need to be improved before they can be successfully implemented by students.

Session 6: Participants integrate new skills and knowledge gained during Sessions 1 - 5 by focusing on issues related to implementing coaching into their everyday school life. Participants practice coaching communication skills when discussing and reflecting on ways they have worked with collaborating teachers.

The bulletin board and listserv are re-introduced as tools to communicate ideas and resources for coaching and to provide participants a platform from which to become an online learning community.

A guided tour and exploration of resources on the Coaching Tools Web site provides participants a chance to review resources not used in earlier academy sessions and to add new links to their coaching portfolios. Finally, participants set goals they will implement before Session 7.

Session 7: Participants attend the first half of this session with their principal (or supervisor) and spend time reviewing research and looking at characteristics of effective models of professional development, they then reflect on what they have learned from research and the implementation of a coaching program within their buildings. This part of Session 7 ends with a discussion to plan how professional development might look in their buildings.

The second part of the session is spent on reflection and sharing of "best coaching practices."

Finally, participants will have an opportunity to explore and discuss online professional development resources.

Session 8: This session is designed to help participants reflect on their coaching work as they explore resources related to collaborating with local and global communities. Participants experience collaborative work first hand by producing an online "eZine" featuring examples of collaboration, success stories, tips, resources, and ideas as they celebrate their work as coaches.

Participants then discuss the benefits of engaging students in collaborative work that connects them to people outside of the classroom. The group reflects on the experience of creating a collaborative eZine and discusses the benefits and drawbacks of including these strategies in the classroom. There is time to explore the Community Connections resources on the Coaching Tools Web site and to add some resources to their coaching portfolios. Finally, participants set coaching goals they will implement before the end of the year.

Session 9 – 10 (Optional Sessions): Participants are provided optional opportunities to meet and go through activities related to their coaching programs. These might include guests from the local community with resources to share, new tools or activities to try, and opportunities to meet with coaching colleagues to share new coaching skills and experiences.

T2CI Timeline – Year Three

Program Information and Application Materials distributed to districts	December 1
Districts provide PSC with priorities for coaches	December 15
Applications Due	January 30
District Recommendations to PSC Due	February 13
Applicants Notified	February 24
Session 1 (Orientation)	March 27 OR April 3
Session 2	June 28 OR June 29
Residential Coaches Academy	July 18, 19, 20, 21 OR July 25, 26, 27, 28 OR August 1, 2, 3, 4
Session 6	October 16 OR 23
Stipend Payment to Coaches	January 2005

Project Requirements and Application Procedures

The project requires:

- Full participation in assessment and evaluation which may include classroom visits, participation in focus groups, and journal writing.
- A valid email account.
- Participation in the sharing of lesson plans and ideas.
- District and/or school commitment of resources which may include substitute time and technical support.
- Commitment to attend 8 training sessions and two additional sessions which may be online or in person or a combination.
- A complete application packet received by 5pm on January 30, 2004.

Application procedures:

- Sections 1 and 2 completed by the applicant.
- The principal recommendation form signed by the building principal.
- The complete application is available at <http://www.pugetsoundcenter.org/t2ci/application>.
- A scoring rubric to assist in completing the application is available at: <http://www.pugetsoundcenter.org/t2ciapp/rubric>
- Once an applicant completes the application, the principal is notified with a log in, password, and URL for the principal recommendation.
- All applications must be complete by January 30, 2004.

To send hard copy applications or questions, please contact:

Shelee King George
T2CI Applications
Puget Sound Center for Teaching, Learning and Technology
21540 30th Drive SE, Suite 310
Bothell, WA 98021
skgeorge@pugetsoundcenter.org
425-368-1036

T2CI Coaching Application Section 1

Applicant Name: _____

Grade: _____ Subject Area: _____ School District: _____

Building: _____

School Address: _____

City, Zip: _____

School Phone: _____ School Email: _____

Home Address: _____

City, Zip: _____

Home Phone: _____ Home Email: _____

Summer Email: _____

Gender: Male Female (For room assignment at WWU)

To qualify for acceptance to the T2CI, you must be able to answer yes to the following statements.

- Yes No I commit to attending the Coaches Academy (to be held in Bellingham at Western Washington University) during:
July 18-21st or
July 25-28th or
August 1-4th
- Yes No I commit to participating in T2CI Curriculum, Sessions 1-8.
- Yes No I have daily access to a computer and email.

Signature

Date

Please indicate your preference for the Coaches Academy, by indicating your first and second choices:

Week A: July 18-July 21

Week B: July 25-July 28

Week C: August 1-4

First Choice: _____ Second Choice: _____

T2CI Coaching Application Section 2

Essays

Please answer the following questions on a separate sheet(s) of paper. Each response should be no longer than one page.

1. How do you or would you use technology to improve student learning?
2. What are your goals for participating in the T2 Coaching Initiative, especially your plans for working together with other teachers at your school?

T2CI Coaching Application Principal's Letter of Support Section 3

Applicant Name: _____		
School: _____	School District: _____	
School Address: _____		
City: _____	State: _____	Zip: _____
Your Name: _____		
School Phone: _____	Email: _____	

Signature

Date

Essays

Please answer the following questions on a separate sheet(s) of paper. Each response should be no longer than one page.

1. Please describe how coaching fits into the professional development plan of your school.

2. What role does your applicant play in this professional development plan?
If none, what potential role is possible?

Please complete, sign, and submit this form by January 30, 2004 to:

Shelee King George
T2CI Applications
Puget Sound Center for Teaching, Learning and Technology
21540 30th Drive SE, Suite 310
Bothell, WA 98021
skgeorge@pugetsoundcenter.org
425-368-1036

Please Note: Participating schools will be required to complete a commitment contract for each coach selected indicating the school's plan for providing appropriate resources.