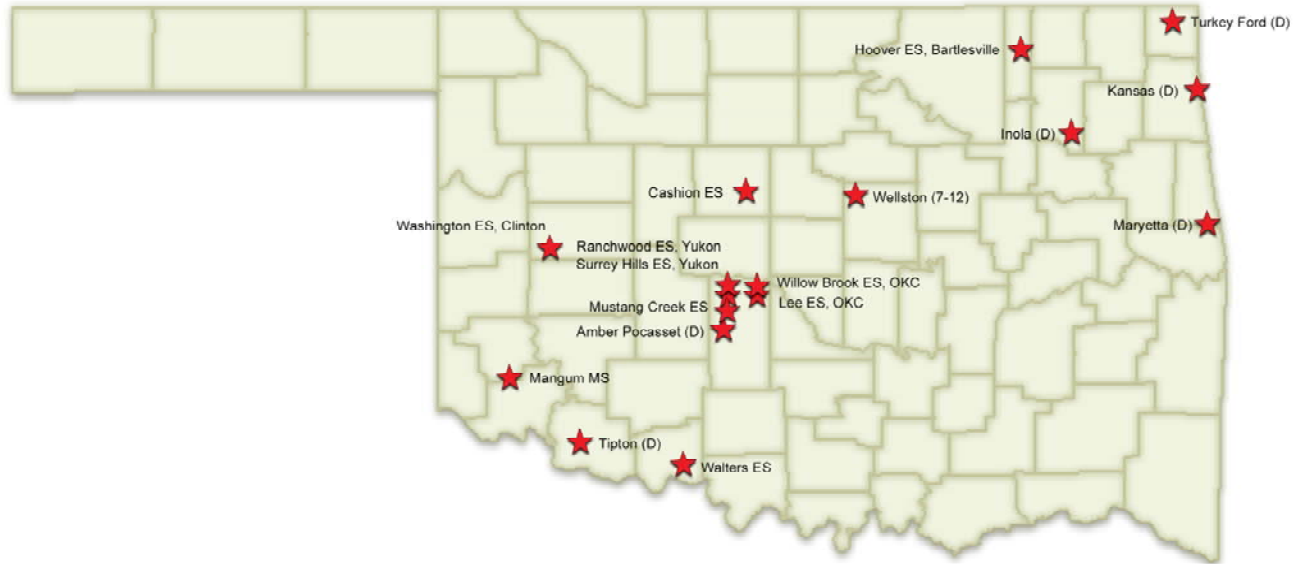


EXHIBIT A



INTEGRATING TECHNOLOGY AND LEADERSHIP



2012 Phase II Schools Map Key	
D District	MS Middle School
ES Elementary School	JH Junior High
HS High School	Alt Alternative School

OETT GRANTS-TO-SCHOOLS

**Exhibit B**  
**2012 OETT Grant Schools**

School	District	Region	Level	Teachers	Students
Amber-Pocasset District	Amber-Pocasset	SW	District	8	212
Hoover Elementary	Bartlesville	NE	Elementary	34	436
Cashion Elementary	Cashion	NW	Elementary	17	290
Washington Elementary	Clinton	NW	Elementary	20	328
Inola District	Inola	NE	District	11	386
Kansas District	Kansas	NE	District	29	330
Mangum Middle School	Mangum	SW	Middle School	17	184
Maryetta District	Maryetta	NE	District	56	677
Mustang Creek Elementary	Mustang	SW	Elementary	52	731
Lee Elementary	Oklahoma City	OKC Metro	Elementary	34	630
Willow Brook Elementary	Oklahoma City	OKC Metro	Elementary	24	520
Tipton District	Tipton	SW	District	27	297
Turkey Ford Elementary	Turkey Ford	NE	District	11	102
Walters Elementary	Walters	SW	Elementary	25	372
Wellston MS/HS	Wellston	NE	Secondary	22	328
Ranchwood Elementary	Yukon	NW	Elementary	15	415
Surrey Hills Elementary	Yukon	NW	Elementary	15	339
				417	6577

**EXHIBIT C**  
**OETT 2012 Grants-to-Schools Evaluation**

**I. Professional learning communities**

Data sources: *School Professional Staff as a Community of Learners* pre-and post-surveys

Shared leadership	3.66
Shared vision	3.83
Decision making	3.83
Peer review and feedback	3.09
Supportive conditions	3.72
	<b>3.61</b>

Little or no success                  Minimal success                  Moderate success                  **Significant success**

**II. Technology integration**

Data sources: *Technology Integration* pre- and post-surveys

Teachers' use of technology	3.29
Students' use of technology	2.44
Support for using technology	3.60
Teachers' beliefs about use of technology	3.95
	<b>3.34</b>

Little or no success                  Minimal success                  Moderate success                  **Significant success\***

**III. Professional learning and sharing for technology integration**

Data sources: Learning team, session evaluations, ILI, networking activities, January site visit reflections, evaluator follow-up site visit reflections, quarterly meetings, and field and meeting notes

- ✓ Successful systemic support and leadership
- ✓ Success of learning team
- ½✓ Evidence indicating sharing of best practices
- ✓ Collaboration based on school goals
- ✓ Collaboration with others

Little or no success                  Minimal success                  Moderate success                  **Significant success**

**IV. Evidence of Practices of High Achieving Schools**

Data sources: *Technology Integration* survey student use score, January site visit reflections, evaluator follow-up site visit reflections, school's quarterly reports, field and meeting notes, TIPS data, TAGLIT pre-post data, and other interactions

- ✓ Development of shared purpose for technology
- ½✓ Technology use for authentic learning
- ✓ Evidence of shared and supportive leadership
- ✓ Evidence of development of other practices
- ✓ Evidence of progress toward grant goals

Little or no success                  Minimal success                  Moderate success                  **Significant success**

**V. Overall success: Exceeded Expectations**

**VI. Sustainability**

Data sources: Fall site visit and evaluation data from sections I - IV

- ✓ Professional learning community
- ✓ Technology integration
- ✓ Professional learning and sharing
- ✓ Evidence of practices of high achieving schools

Little or no success                  Minimal success                  Moderate success                  **Significant success**

**\* Denotes statistically significant growth during grant year**

## Exhibit D

		PLC (I)	Tech Integration (II)	Prof. Learning and Sharing (III)	Practices of High Achieving (IV)	Overall Success (V)
1	Amber-Pocasset District	Moderate	Moderate	Significant	Significant	Exceeded
2	Hoover Elementary	Significant	Significant*	Significant	Significant	Exceeded
3	Cashion Elementary	Moderate	Significant*	Significant	Significant	Exceeded
4	Washington Elementary	Minimal	Significant	Significant	Significant	Exceeded
5	Inola District	Significant	Significant	Significant	Significant	Exceeded
6	Kansas District	Significant	Significant*	Significant	Significant	Exceeded
7	Mangum Middle School	Significant	Significant*	Significant	Significant	Exceeded
8	Maryetta District	Significant	Moderate	Significant	Significant	Exceeded
9	Mustang Creek Elementary	Significant	Significant*	Significant	Significant	Exceeded
10	Lee Elementary	Significant	Significant*	Significant	Significant	Exceeded
11	Willow Brook Elementary	Significant	Moderate	Significant	Significant	Exceeded
12	Tipton District	Significant	Significant*	Significant	Moderate	Exceeded
13	Turkey Ford Elementary	Significant	Significant*	Significant	Significant	Exceeded
14	Walters Elementary	Significant	Significant*	Significant	Significant	Exceeded
15	Wellston MS/HS	Significant	Moderate	Significant	Significant	Exceeded
16	Ranchwood Elementary	Significant*	Significant*	Significant	Significant	Exceeded
17	Surrey Hills Elementary	Significant	Moderate	Significant	Significant	Exceeded

\* Denotes statistically significant growth during grant year

Parts I and II: Level is determined by paired means from survey data

Mean of 3.5 to 5.0 is "Significant Success"

Mean of 2.5 to 3.4 is "Moderate Success"

Mean of 1.5 to 2.4 is "Minimal Success"

Mean of 0 to 1.4 is "Little or No Success"

Parts III: Level is determined by number of characteristics present.

4 - 5 characteristics present is "Significant Success"

3 characteristics present is "Moderate success"

2 characteristics present is "Minimal Success"

0 - 1 characteristics is "Little or No Success"

Part IV: Level is determined by number of characteristics present.

4 - 5 characteristics present is "Significant Success"

3 characteristics present is "Moderate Success"

2 characteristics present is "Minimal Success"

0 - 1 characteristics present is "Little or No Success"

Part V: Level is determined by combining above data

Significant Success = 4                      Moderate Success = 3

Minimal Success = 2                      Little or No Success = 1

Mean of 3 to 4 is "Exceeded Expectations"

Mean of 2 to 3 is "Met Expectations"

Mean of 0 to 2 is "Did Not Meet Expectations"

## Exhibit E

2012 OETT Grants-to-Schools Evaluation							
	Grant School	Grant Evaluation			Sustainability		
		Exceeded Expectations	Met Expectations	Did Not Meet Expectations	Significant	Moderate	Minimal
1	Amber-Pocasset District	X				X	
2	Hoover Elementary	X			X		
3	Cashion Elementary	X			X		
4	Washington Elementary	X			X		
5	Inola District	X			X		
6	Kansas District	X			X		
7	Mangum Middle School	X			X		
8	Maryetta District	X			X		
9	Mustang Creek Elementary	X			X		
10	Lee Elementary	X			X		
11	Willow Brook Elementary	X			X		
12	Tipton District	X					X
13	Turkey Ford Elementary	X			X		
14	Walters Elementary	X			X		
15	Wellston MS/HS	X			X		
16	Ranchwood Elementary	X			X		
17	Surrey Hills Elementary	X			X		
	<b>Totals</b>	17	0	0	15	1	1

One or more of the following describe schools where grants **“Exceeded Expectations”**.

- Strong, shared and supportive leadership including district/site and/or learning team
- Professional learning communities being established
- Plan developed for sustaining or exceeding grant goals
- Staff committed to technology integration

One or more of the following describe schools where grants **“Met”** rather than **“Exceeded” Expectations**.

- Traditional philosophy leadership
- Prominence of traditional secondary structure and isolation
- Minimal district support for professional development or technology equipment
- Multiple initiatives impeding significant progress
- Technology primarily a teacher tool.

One or more of the following describe schools where grants **“Did Not Meet Expectations”**.

- Lack of support for professional development at district and/or site level
- Significant resistance to change at district and/or site levels
- Combination of multiple factors listed in **“Met Expectations”**

**Sustainability** ratings are based on the following four indicators:

- Professional learning communities being established
- Staff committed to technology integration
- Staff committed to professional learning and sharing
- Evidence of practices of high achieving schools.

If all four indicators are present, a rating of **“Significant success”** is given.

If three indicators are present, a rating of **“Moderate success”** is given.

If one or two indicators are present, a rating of **“Minimal success”** is given.

**Exhibit F**  
**OETT 2012 Grants-to-Schools Evaluation**  
**Observations**

- **8 of the 17 schools have purchased new equipment or software since receiving the OETT Grant.** Equipment includes iPads, student response systems, speaker systems, calculators, Apple TVs, broadcast equipment, digital microscopes, document cameras, computers, SMARTboards, upgrades for infrastructures, and other equipment.
- **10 of the 17 schools have received or have applied for additional funding for technology since receiving the OETT Grant.** Funding sources include Career Tech grants, Donor's Choice, STEM grants, Federal grants, 21<sup>st</sup> Century grants, District foundation funds, PTO/PTA funds, district funds, and other funding sources.
- **External Leadership or Recognition**
  - Two teachers at **Bartlesville Hoover** serve as District Technology Trainers.
  - **Clinton** hosted a Technology Fair this summer with presentations by teachers, some from other districts. Sixteen other districts attended the event.
  - Middle School teachers at **Mangum** have done reciprocal peer observations with Granite.
  - Nine teachers from **OKC Willow Brook** and **Wellston** attended the ISTE conference this summer.
  - Teachers at **Turkey Ford** collaborate with teachers in other districts: Neosho, Mo; Wyandotte; Miami; and Grove.
- **Teachers and Technology:** All schools reported that teachers routinely use technology. Some of the most common uses include: communicating with parents, developing and sharing lessons, reviewing assessment data, mapping curriculum, creating student assessments, and differentiating instruction. Beyond routine use, teachers demonstrate the value they place on technology by collaborating and sharing with others.
  - The **Bartlesville** and **Mustang Districts** maintain a shared drive for teachers to post and share technology teaching ideas.
  - Teachers at **OKC Lee and Willow Brook** worked in partnership as part of their grant goals. They shared Professional Development, students collaborated on science fairs and a Hero Unit, teachers visited one another's classrooms for ideas.
  - Teachers at **OKC Lee** use Edmodo to collaborate with teachers at other district schools.
  - Teachers at **Bartlesville Hoover, Mustang Creek, OKC Willow Brook, Yukon Surrey Hills, and Clinton Washington** observe in one another's classrooms to see technology use.
  - Some teachers at **Amber-Pocasset High School, Mustang Creek, and Kansas** use Drop Box for collecting student assignments and assessments.
  - Teachers at **Turkey Ford** are coding iPad apps and web-based resources to the curriculum.
- **Instructional Use:** Grant Schools are using technology in a variety of ways: skills practice, incorporation into Learning Centers, Power Point presentations, video production, Internet research, report writing, creative writing, viewing video clips, graphing, student projects, classroom web pages, use of graphic organizers and rubrics,

digital photography, Web Quests, use of CPS units for assessment, online instruction, use of document cameras, and virtual field trips. The observations listed below are representative of some of the ways students are using technology in more unique ways.

- Students at **Amber Pocasset High School** are making iMovies for classes and using Garage Band in music classes.
- The business teacher at **Amber-Pocasset High School** has a paperless classroom.
- Students at **Bartlesville Hoover** blog about books they have read.
- Students at **Bartlesville Hoover** take daily snapshots of classroom activities to post on their classroom web page, to use for the weekly student assembly, and to incorporate into end-of-the-year memory books.
- Students at **Cashion Elementary** researched historical figures, made Power Points, and then participated in a Wax Museum fund raiser dressed as their character while other students visited the museum and voted for their favorite characters using coins.
- Third grade students at **Cashion Elementary** previewed various iPad math apps and used a rubric to rate them based on interest and difficulty.
- Students at **Clinton Washington** make daily journal entries on their iPads of what they have done in class.
- Students at **Clinton Washington** have drop box accounts.
- The library at **Clinton Washington** was remodeled over the summer based on student designs made on their iPads.
- **Inola** students used iPads to organize a Flash Mob to promote a book fair.
- **Inola** students used iPads for collaborative activities between special education and gifted/talented students. HS students did a career project, MS students produced a newspaper and taught special education students to use various apps, ES students tutored and planned Special Olympics trip.
- Students in **Kansas** made PSA videos on bullying and drinking and driving which were entered in contests and widely shown throughout the district.
- Newspaper students at **Mangum Middle School** take photos using iPads and embed QR codes in the paper.
- Reading classes at **Mangum Middle School** created a "Welcome to Mangum" video presentation for new students.
- Students at **Mangum Middle School** developed a survey for teachers regarding iPad use in their classrooms, Data was presented by students for the OETT fall site visit.
- Students at **Maryetta** have a cultural exchange with a school in the UK. Students discussed points of view regarding the American Revolution.
- Students at **Maryetta** research recipes and can produce from the school garden.
- Students at **OKC Lee** compete with a school in another state in reading and math activities.
- **Tipton HS** students submitted a video to Good Morning America.
- Communication class at **Tipton** broadcasts football games on the Internet with student produced advertising shots.
- Fourth Grade students at **Turkey Ford** are using iPads to gather facts about Grand Lake and will transfer information to fact sheets. Fact sheets will be used to make a PSA about Grand Lake.
- Students at **Turkey Ford** produced infomercials for a local radio station regarding the school carnival.

- Students at **Turkey Ford** used Skype to work with a school in Neosho, Mo on a student-directed survey.
  - Students at **Walters** have constructed their own Web Quests.
  - Students at **Wellston** were involved in a multidisciplinary CSI project. The "crime" occurred at the school, science tested for DNA, social studies researched law and conducted the trial, English videotaped interviews with witnesses and wrote newspaper articles; math took measurements and kept evidence statistics. Local law enforcement people aided students and a retired judge conducted the trial.
  - High school students at **Wellston** produced videos for middle school students on how to succeed in high school.
  - The PreK class at **Yukon Ranchwood** has its own blog; parents help students at home to make their own entries.
  - Student projects are posted online at **Yukon Surrey Hills**.
  - eBooks are downloaded to iPads at **Amber-Pocasset High School**.
- **Community Programs:** The OETT Grant often has an effect on the entire community. Evidence of this is noted below.
- Wi-Fi access is available to the community from the parking lot at **Amber-Pocasset High School**.
  - **Amber-Pocasset High School, Turkey Ford, Walters, and Tipton** communicate to their communities with a Face Book page.
  - **Clinton Washington** used Face Time and Skype for parent conferences for parents unable to attend conferences at school.
  - Students at **Clinton Washington** have done Face Time with soldiers overseas.
  - **Clinton Washington** is working with Southwestern University to demonstrate how technology is being used in school for university students in pre-teaching classes.
  - Middle School students at **Inola** used iPads to design valentines for nursing home residents.
  - High School English students in **Kansas** chose an organization in Oklahoma and researched volunteer opportunities for that organization, and then developed and shared Power Points with other students.
  - When the OETT formal site visit was cancelled due to weather, **Mangum Middle School** hosted a community walk-through to see students using the equipment.
  - The Chamber of Commerce visited **Mangum Middle School** to see a demonstration of Moodle.
  - A Summer Camp at **Maryetta** is open for all students and is STEM-based.
  - Students at **Maryetta** led a technology night for parents.
  - After parents started calling to find out what apps were being used at school so they could use them at home, **Mustang Creek** teachers began listing them on their classroom web pages. Lists of apps are also posted online for parents at **Yukon Surrey Hills**.
  - Students at **Mustang Creek** can download eBooks from the public library. Students took a field trip to the library to get library cards.
  - **OKC Lee** hosts two parent nights each year to show parents how to use iPads.
  - Students and parents work together on iPads at **OKC Willow Brook** and **Turkey Ford** parent nights.



- Middle school students serve as paid mentors for elementary students in **Tipton's** After School Program.
  - Teachers at **Turkey Ford** work with a professor at Northeastern Oklahoma every month as part of a math-science partnership.
  - Student- led parent conferences are held at **Walters**.
  - **Wellston** instituted a STEM class this year which works closely with Gordon Cooper Career Tech.
- **Other Interesting Things:** On site visits we often hear things which do not fit any category above, but are still interesting outcomes of technology coming to schools. Here are a few of them.
- Students at **Amber-Pocasset High School, Tipton, Walters, Wellston, and Kansas** are allowed to bring their own technology to use in the classroom.
  - Students and teachers at **Amber-Pocasset High School** are allowed to check out iPads to take home.
  - Students at **Maryetta** are writing code for Mind Craft after school.
  - **Clinton** is 1:1 with iPads for grades 5 - 12.
  - To encourage faculty technology skill acquisition, **Clinton** has a district technology bingo card. When skill/use is completed, teachers check it off on their card. Teachers get iTunes cards for bingos and are entered in a drawing for an iPad mini or \$200 for their classroom when they have a blackout.
  - **Clinton** has a weekly district-wide Twitter group on technology.
  - Third and fourth grade students at **Maryetta** have instruction in the Cherokee language.
  - **Maryetta** had a 1 1/2 day Boot Camp for teachers this summer.
  - Students at **Mustang Creek** maintain the iPad carts.
  - Weekly voluntary technology sharing sessions are widely attended at **Cashion Elementary, Mustang Creek, OKC Willow Brook, and Kansas**
  - T-shirts at **Mustang Creek** have QR codes which connect to school's web site.
  - Because of the use of Edmodo for collaboration among **OKC** teachers, the company request to host a Webinar for OKC teachers.
  - QR codes were posted in halls at **OKC Willow Brook** during testing month with encouraging messages for students.
  - QR codes were placed in the yearbook at **Yukon Ranchwood**. Codes were linked to videos of events.
- **Testimonials:** All schools expressed appreciation to OETT and the K20 Center for the opportunities afforded by the grant. All of the schools felt it had a deep impact on teachers, students, and the community which will be felt for years. A sampling of quotes is listed below.
- **Turkey Ford Superintendent:** "K20 has given us so much help and has supported us."
  - **Oklahoma City Lee Principal:** "It has been nice to see teachers collaborating and teaching one another."
  - **Yukon Surrey Hills Principal:** "It's amazing how many schools you have touched. We have been given an abundance of ideas and lots of things to try."
  - **Yukon Ranchwood Principal:** "Thanks for the support. If we had not had the grant, we would not have had all of the technology or had the expertise of the K20 Center."

- **Inola Teacher:** "The iPads have changed our lives. We hope to work on another grant."
- **Mangum Middle School Student:** "I get more involved in learning. The iPads are always there if you need to look something up."
- **Mangum Superintendent:** "Leadership training (Phase I) is important. It's a pain to have administrators gone, but they come back with new ideas and learn to share leadership. I can think of a lot of things that money is spent on that is a waste. Whoever had the vision to dedicate the money to this trust made a lot of difference to a lot of people. The Trust has accountability, but allows flexibility."
- **Tipton Dean of Students:** "I was surprised by how quickly teachers became excited by technology."
- **Amber-Pocasset Superintendent:** "Teachers are more confident with technology this year. They are not afraid to try."
- **Walters Counselor:** "I didn't think the excitement would last, but the momentum is still growing."
- **Oklahoma City Willow Brook Principal:** "I didn't think the parents would be as excited as they are about their children having the technology available to them."
- **Cashion Principal:** "I am encouraged with how much teachers have embraced the iPads and how thirsty they are for more learning."
- **Mustang Creek Principal:** "It has been a technological adventure. We pushed ourselves and I am proud of what we have accomplished."
- **Clinton Washington Principal:** "The grant has spurred our whole district on. It has been awesome for our teachers to learn and become better teachers."
- **Clinton Washington Teacher:** "We would tell kids what the next project was going to be and they would find apps we could use."
- **Bartlesville Hoover Principal:** "We are blessed having the opportunity to have technology in our students' hands. We learn from them."
- **Kansas Superintendent:** "We would like to thank OETT for the grant. The professional development whetted teachers' appetites for what they could do."
- **Maryetta Technology Director:** "We are grateful for the technology and the equipment, but most of all for the training."
- **Wellston Principal:** "The grant has helped pull us together. It has brought more of a community to the faculty. It has been a fun adventure."



## **2012 OETT Grant Evaluation**

On May 3, 2012, Trustees of the Oklahoma Educational Technology Trust selected, in blind format, seventeen Oklahoma schools to receive Phase II grants. Each grant consisted of two components: \$40,000 of equipment, connectivity, and a maximum \$4,000 (if needed) for staff release time; and \$25,000 of professional development provided by the Oklahoma Achievement Through Collaboration and Technology Support (OK-ACTS). Grants were publicly awarded to representatives from the schools on November 6, 2012. Grants were awarded to four schools in northwest Oklahoma, five in the southwest quadrant, six in the northeast quadrant, , and two in the Oklahoma City metro area. A map is included as Exhibit A. Elementary schools received 53% of the grants, middle schools/junior high schools received 6%, high schools received 6% and 35% were district-level grants. A total of 417 teachers and 6,577 students were impacted by the grants. (Exhibit B)

Professional development began in each of the thirteen schools during August of 2012 and continued on a monthly basis throughout the school year. Teachers and administrators also participated in quarterly meetings, submitted required financial and grant goal progress reports, and provided individual input in pre- and post-surveys and face-to-face interviews.

Evaluation of the 2012 Oklahoma Educational Technology Trust (OETT) Grants to Schools is based on a variety of data sources. Both quantitative and qualitative data were included on a final grant evaluation form for each school's grant. A sample is included as Exhibit C. Sections I and II of that evaluation form provide the quantitative results from the two pre- and post-surveys for teachers and administrators. The survey instruments were the *School Professional Staff as a Learning Community* (SPSLC) (Hord, et al., 1999) and the *Technology Integration* (TI) (SEDL, 2003). The instruments were administered to teachers and administrators in OETT 2012 grantee schools. The surveys gathered information regarding how well the schools' staffs functioned as a team (Hord 1997) and assessed the

factors of technology integration (SEDL, 2003). Survey instruments may be viewed on the OETT Website at [www.OETT.org](http://www.OETT.org). For Sections I and II of the evaluation document, means for each section of the surveys were utilized to indicate the success level of the grant on that dimension. A t-test was run on paired pre- and post-data from each survey to determine statistical significance.

Throughout the year, documents and field notes were collected that provided narrative descriptions of the grant schools. The documents included session evaluations and narrative quarterly reports of grant progress. Field notes described sessions, networking opportunities, and reflections from the January site visit, the spring site visit, and the fourth quarter meeting. These qualitative data were reviewed for Sections III and IV on the final evaluation form to enhance the understanding of the processes and structures active in the schools. These data afforded a broader context for understanding the relationships between the professional learning community indicators and the factors of technology integration.

The quantitative and qualitative data for Sections I through IV were used to determine each school's overall grant success. The overall rating is reported in Section V of the individual evaluation form. Exhibit D shows a compilation of the ratings based on Sections I through V of the grant evaluation form. One hundred percent of the schools exceeded grant expectations. The 17 schools which exceeded expectations demonstrated one or more of the following characteristics: strong, shared and supportive leadership, including district/site administrators and/or their learning team; the establishment of professional learning communities; development of plans for sustaining or exceeding grant goals; and/or commitment of staff to technology integration.

During the fall of 2013, a third site visit was conducted in each of the grant schools to obtain information related to the sustainability of the 2012 grants. Documentation data from those site visits were used in determining the anticipated level of sustainability each grant school had achieved. Fifteen schools were identified as achieving significant sustainability, one school received a rating of moderate, and one school received a rating of minimal. The ratings are included on Exhibit E. This final factor in the evaluation indicated that 88% of the grant recipients in 2012 have demonstrated significant potential for continued sustainability and have made additional efforts to continue the progress and impact made during the year following the grant award.

Exhibit F has been included at the request of the Board of Trustees. It contains a listing of some of the many ways the technology has made a difference in the grantee schools. While it is impossible to know all of the ways the grants have influenced these schools, these examples will give a hint of how the staffs, students, and communities have been impacted by the OETT grants.