



Dallas Independent School District

**EVALUATION OF THE 2005-2006
TITLE II, PART D, ENHANCING EDUCATION THROUGH
TECHNOLOGY PROGRAM GRANT
EA06-159-2**

**DEPARTMENT OF EVALUATION
AND ACCOUNTABILITY**

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Dallas Independent School District

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General Superintendent

FINAL REPORT
TITLE II, PART D, ENHANCING EDUCATION THROUGH TECHNOLOGY PROGRAM
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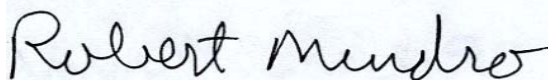
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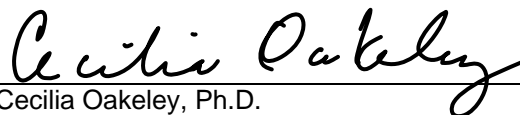
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FINAL REPORT

EVALUATION OF THE TITLE II, PART D, ENHANCING EDUCATION THROUGH
TECHNOLOGY PROGRAM GRANT

Evaluator: Michael D. Lucas, Ph.D.

Abstract

This evaluation examined the implementation of the Title II, Part D, Enhancing Education Through Technology grant program during the 2005-2006 school year. In 2005-2006, 10 teachers received stipends for successfully completing the requirements of the Beginning Teacher Institute. Services to Private Schools: In connection with No Child Left Behind, DISD provided services to area private schools. The Catholic Diocese of Dallas was the largest recipient. DallasISD Online is a continuation of what was previously called the Blackboard Project, a subscription website content management service used to provide training to DISD teachers. The grant financed hardware and software improvements to the Scholastic READ 180 program. The upgrade did not affect the curriculum. In 2005-2006, grant funding supported the third year of operation and implementation of the more than 9,000 laptops issued beginning in 2003-2004. The grant funded Masters Across Technology program participants to complete a Computer Education and Cognitive Systems Master's degree. New Horizons provided district employees with 98 days of computer training specializing in Microsoft applications funded by the grant. The Interactive Video Conferencing program was suspended throughout much of the 2005-2006 school year. The Technology Outreach Program (TOP) provided 1,880 computers to students and to district classrooms in 2005-2006. TOP also provides opportunities for training and mentoring of DISD students with interests in the technical field. The grant funded training for district teachers and students on the use of hand-held technology delivered on-demand online by the Atomic Learning Company. The grant helped fund 104 DISD teacher technologists to attend the Texas Computer Education Association (TECA) annual meeting in Austin, Texas, in February 2006.

PURPOSE AND SCOPE

The Instructional Technology (IT) department of the Dallas Independent School District managed the Title II, Part D, Enhancing Education Through Technology grant awarded by the U.S. Department of Education for the 2005-2006 school year. The grant provided \$1,509,954 to the district to facilitate improvements in the use of technology as part of educational delivery strategies employed by the district. The grant ran from July 1, 2005, through June 30, 2006. The IT department applied the funding to 10 major program areas within the district: (a) the Beginning Teacher Institute (BTI), (b) Services to Private Schools, (c) DallasISD Online, (d) Read 180, (e) the Teacher Laptop Program (TLP), (f) the Masters Across Technology (MAT) tuition program, (g) New Horizons training classes, (h) Technology Outreach, (i) Atomic Learning and (j) Texas Computer Education Association (TCEA) Scholarships. Each of these programs was carefully integrated into a districtwide plan to fully prepare both teachers and students to embrace technology in the school, workplace and home.

Instructional Technology continues to support the District Technology Plan developed by Technology Services and approved by the Board of Trustees in June 2003. The plan itemizes seven academic goals:

- Goal 1: Afford students the opportunity to interface seamlessly with technology
- Goal 2: Provide instructional resources, materials, and progressive staff development
- Goal 3: Provide administrators with tools and training
- Goal 4: Provide staff with tools and training
- Goal 5: Create a school/community relationship
- Goal 6: Establish, execute, and evaluate instructional technology pilot programs
- Goal 7: Establish districtwide lines of communication and collaboration (IT, 2004)

Beginning Teacher Institute. The BTI is a part of the Professional Preparation and Support (formerly New Teacher Initiatives). The BTI was limited to 20 first- or second-year

teachers and focused on ways to deepen beginning teachers' understanding of their disciplines, students, and classroom instruction. In 2005-2006, the BTI focused on technology integration into the teaching process for these new teachers. The grant provided for training and mentoring of BTI participants by teacher technologists.

Services to Private Schools. Public Law 107-110 No Child Left Behind requires that local education agencies set aside funds to provide equitable services to participating area private schools. These expenditures must be equal to the expenditures set aside for participating public school children, after accounting for the number and educational needs of the children to be served. The district provided funding to several private schools, with the Catholic Diocese of Dallas being the largest recipient.

DallasISD Online. This is a subscription website management program. The district buys subscriptions for DISD departments to post online training and other material on a website for access by teachers and other staff.

Read 180. This is a reading program for high school students where students rotate among teacher-led instruction, computer aided instruction, and independent work. Grant funding was for upgrading or maintaining software and hardware associated with this program.

Teacher Laptop Program (TLP). In 2003-2004, DISD provided over 9,000 teachers and librarians with laptop computers. Teachers and librarians had to pass a Level 1 Technology Proficiency test before being issued a laptop. In 2005-2006, the grant paid for laptops for newly hired teachers, and training for any teachers needing help to acquire the skills necessary to pass the Level I Technology Proficiency test. The program also implemented a Level II proficiency test that required more advanced skills than the Level I proficiency test. The Level II proficiency test was viewed as an initiative to challenge teachers to continue to improve their computer skills.

The TLP facilitated the district's requirement that lesson plans and grade books be available online beginning with the 2005-2006 school year. Curriculum and software downloads were also available from the district's Oasis website. Teachers were also provided e-mail addresses. E-mail addresses were expected to help alleviate some of the problems encountered by parents and others trying to contact teachers during the school day.

The purchased laptops were either Hewlett Packard (HP) or Compaq machines featuring Pentium4™ 2.3 GHz processors and 30 GB hard drives loaded with the Windows XP Pro operating system. Other software was also available. The laptops were backed by a three-year service contract. At the end of the three-year period, teachers could buy their laptops from the district for \$1.00.

Masters Across Technology. The University of North Texas (UNT) developed and offered a masters program designed to help teachers obtain the Texas State Board for Educator Certification (SBEC) Technology Certificate. Graduates earn a Master Teacher designation by completing a Computer Education and Cognitive Systems (CECS) Master's degree called Teaching and Learning with Technology. The grant provided funds for 19 teachers to take two courses, completing their master's degree program during the 2005-2006 school year.

New Horizons. New Horizons is a commercial provider of technical training on the use of computer applications such as Microsoft Word, Excel, PowerPoint, and others. The grant funded training for district employees through New Horizons.

Interactive Video Conferencing: This initiative provided training and stipends for 62 teachers, and their students, to participate in interactive video conferencing using equipment provided from non-grant funds.

Technology Outreach Program. This initiative provided donated, refurbished laptops to students for their personal use.

Atomic Learning. This is a subscription-based online training provider. DISD subscribed to training in hand-held technology for teachers and students. The grant funded personal identification numbers necessary for seven DISD teachers and their students to have access to the training websites.

TCEA Scholarships. The following description of TCEA appeared on its website at www.tcea.org in April, 2005:

The Texas Computer Education Association is the largest state organization devoted to the use of technology in education. Founded in 1980, the organization has been very active throughout Texas supporting instructional technology. Our primary focus is on integrating technology into the K-12 environment and providing our members with state-of-the-art information through conferences,

workshops, newsletters, the Internet, and collaborations with higher education and business. TCEA is affiliated with the International Society for Technology in Education (ISTE), which provides a two-way channel of information throughout the world.

TCEA is divided into twenty areas across Texas so that the needs of our members can be more easily met. These twenty areas are defined by the Regional Education Service Centers. We encourage our members to stay in touch with the area directors so that everyone will be an active member. There are numerous area conferences and activities in which educators and students can participate, as well as our large annual state conference. The conferences and contests will link you with other professionals in your geographic area as well as across the state (www.tcea.org, 2005).

The TCEA Scholarships program paid for 104 for DISD Teacher Technologists and technology staff members to attend the 26th Anniversary Convention & Exposition meeting held in Austin, Texas February 6-10, 2006. The scholarship program provided \$325 per person to help defray registration, hotel, and other costs.

MAJOR EVALUATION QUESTIONS AND RESULTS

Methodology. This evaluation reports on the activities of 10 programs in relation to technology usage within the district. Data for this evaluation was developed by examining documents, conducting interviews with key program personnel, and conducting surveys of participants or stakeholders within some programs' areas of operation.

2.1 What was the effectiveness of the grant's contribution to the Beginning Teacher Institute program?

The Beginning Teacher Institute is a part of the New Teacher Initiative, and is limited to 20 first- or second-year teachers. BTI focuses on ways to deepen beginning teachers' understanding of their disciplines, students, and classroom instruction. Tools to accomplish this include helping teachers complete the FOCUS training, and assistance in preparing for the computer proficiency test. FOCUS is an interactive online training system provided by Classroom Connected Incorporated designed to provide teachers new to teaching or to DISD an overview of best practices in teaching, and a clear understanding of district expectations during their first year with the district. Successful completion of both the FOCUS training and the Level I Computer

Proficiency Test are required of all new teachers. Teachers prepare a PowerPoint presentation of their BTI accomplishments to be presented at the end of their training period.

In 2005-2006, 10 teachers participated as the BTI continued to focus on technology integration into the teaching process. The grant provided training and mentoring of BTI participants by teacher technologists. Teachers received a stipend of \$200 for attending all 15 sessions. The grant also provided a \$200 stipend to teachers who successfully completed a project. The projects involved introducing technology to students in a grade-appropriate and relevant way. Most teachers used the stipend to fund their project, purchasing materials and access to websites or software. This project was required to be based on the Texas Essential Knowledge and Skills (TEKS) and had to include the use of technology in classroom instruction.

Table 1 presents the projects approved for the 2005-2006 school year-

Table 1

Beginning Teacher Institute Participants' 2005-2006 Technology Projects, by campus

Campus	Project Title	Student Grade	Project Synopsis
Jill Stone Elementary School	Learning Partnerships	Grade 1	Introduce students to word processing by researching and reporting their family traditions and cultural beliefs.
Jill Stone Elementary School	Animal Adaptations	Grade 2	Students will study Crayfish using a variety of resources, including the internet.
F.P. Caillet Elementary School	States: Facts and Symbols	Grade 2	Students will study states of the United States. They will prepare a computer-based presentation of what they learned and present it to the class using an INFOCUS projector and PC.
Anne Frank Elementary School	Our Food Celebrates Our Culture	Kindergarten	Students will study food as a mirror of culture. They will prepare materials for inclusion into a Power Point presentation using disposable cameras.
T.G. Terry Elementary School	The Wampanoag: People of the First Light	Grade 2	Students will study the culture of the Wampanoag People using a variety of resources, including the internet.
R.C. Buckner Elementary School	Butterflies Life Cycle and their Migration Patterns	Kindergarten	Students will study butterflies using a variety of tools, including the internet.

(Table continues)

(Table 1 continued)

R.C. Buckner Elementary School	Animals in the Amazon Jungle	Grade 1	Students will study the wildlife of the Amazon using the internet as one of their sources.
Peabody Elementary School	Is There Life Out There?	Grade 1	Students will study the difference between living and non-living things and develop materials for inclusion into a PowerPoint presentation of their findings using digital microscopes and cameras.
John Ireland Elementary School	Exploring Two Nations	Grade 6	Students will study the nations of South African and Nigeria using the internet, textbooks, encyclopedias and other resources.
David W. Carter High School	Creative Writing Magazine	Grade 9	Students will develop a news magazine and report on Romeo and Juliet as if it was a breaking story. The project will be presented using Power Point, and the magazine will be bound and published using Microsoft application programs
W.H. Adamson High School	Real World Survival	10th Grade	Students will develop a model of adult life where they must budget for living expenses, transportation and other necessities. They will use graphing calculators and they will develop a presentation using a project board or PowerPoint of their model.

2.2 What was the effectiveness of the Title II, Part D grant's contribution to the Services to Private Schools program?

In connection with No Child Left Behind, DISD provided services to area private schools. The Catholic Diocese of Dallas was the largest recipient. DISD funded a full-time counselor and a technologist to serve the Diocese. Not all funding for the activities reported here came from Title II, Part D funding sources.

The Diocese used their funding to purchase an after-school program from Twenty-First Century Learning of Phoenix, Arizona. This company is not an affiliate of the federal grants program called 21st Century. Twenty-First Century of Arizona provides after-school programs for students, professional development training for educators and extended learning opportunities for parents. These programs utilize classroom, online and print-based mediums for delivery.

The Diocese utilized a program called T² Strategies for Professionals and T² Passports. T² Strategies is a program intended to provide research-based instructional strategies training to classroom professionals. The T² Passport program provides teachers with strategies and materials to support a core curriculum in reading, mathematics and writing. In addition to T² Strategies for Professionals and T² Passports, the Diocese provided training on the use of technology in the classroom. Training attendance records for teachers and students are available in the DISD Grant's Acquisition program office where the Services to Private Schools program is administered.

2.3 What was the effectiveness of the Title II, Part D grant's contribution to the Services to the DallasISD Online program?

DallasISD Online is a continuation of what was previously called the Blackboard Project, a subscription website content management service. Blackboard Incorporated provides educational software to individuals, businesses and schools nationwide. The Blackboard Academic Suite software is geared to public school systems. DISD first utilized Blackboard in 2003-2004 as a place to host district-specific online training applications suitable for the Blackboard environment. Blackboard provided server space and a website shell for subscribers to use to post training, bulletin boards or other educationally oriented material. The subscriber was responsible for developing and maintaining the content of each web site. Subscribers purchased access by requesting access for a specific number of individuals and for a specific amount of server memory space. Each individual user must be licensed. There were 3,700 licensed subscribers in 2005-2006, and current planning calls for subscriptions to grow to more than 10,000.

Department training course websites were accessed via a district level website called DallasISD Online at <http://dallasisd.blackboard.com>. After opening the portal website, a user entered a user name and password. At that point the user was granted access to any websites on the server for which the user was authorized. Many departments throughout DISD utilized

training housed on this system. The programs for alternative certification and new teachers were perhaps the heaviest users, as much of their training was housed there.

The Technology department hosted 8 workshops on how to set-up and use a training program using DallasISD Online, with more workshops scheduled for 2006-2007. In time this resource is expected to be utilized directly in the classroom for student instruction in addition to teacher training.

2.4 What was the effectiveness of the technology upgrades to the READ 180 program?

The Scholastic Company's READ 180 program is a secondary school reading intervention program used by the district. Adamson, Maya Angelou, Hillcrest, James Madison, Moises E. Molina, Kimball, Thomas Jefferson, L. G. Pinkston, Franklin D. Roosevelt, W. W. Samuell, Seagoville, Skyline (3 labs), A. Maceo Smith, South Oak Cliff, H. Grady Spruce, Sunset high schools, and Otto M. Fridia Jr. Alternative School offered the READ 180 curriculum to students falling below the 40th percentile on *Iowa Test of Basic Skills (ITBS)* Reading Comprehension Subtest in the spring of 2005. Two additional schools, Woodrow Wilson and David W. Carter are READ 180 schools, but the programs were not operational in 2005-2006 for reasons discussed below.

The READ 180 curriculum focused on developing decoding, common word recognition, fluency, and comprehension skills. Students were placed in groups that rotate among three different tasks. One group engaged in computer-assisted instruction focusing on word attack skills, spelling, vocabulary building, and reading comprehension. The computer program included voice recognition software to help with pronunciation. Students recorded themselves and practiced by comparing themselves with fluent reading modeled by the virtual computer assistant. Students practiced spelling and viewed brief video segments designed to build visualization and background knowledge associated with the text.

The second task in the rotation involved students selecting reading from a classroom library of materials appropriate to an individual student's reading level. Students' independent reading levels were estimated using the Lexile scale after administration of the *Scholastic*

Reading Inventory via computer. Students augmented their reading with taped text that featured comprehension-monitoring questions. The third piece of the rotation involved the teacher working directly with the group. In this rotation students focused on areas needing the most improvement.

The technology evaluation focused on the computer-aided instruction rotation of the READ 180 curriculum. Each READ 180 classroom had seven workstations networked into the school's computer hub. When the classroom was in a portable building, there was an additional server between the school's network hub and the classroom workstations. The READ 180 software resided on the school's hub and was accessed through the network connection. The grant provided funding to upgrade the READ 180 software from the Station B software to the Station C software, the most recent version. This was a continuation of the upgrade begun in 2004-2005. Eight schools were upgraded: Otto M. Fridia Jr. Alternative School, Maya Angelou, Skyline (3 labs) Woodrow Wilson, David W. Carter, James Madison, Hillcrest and Seagoville high schools. Kimball, Thomas Jefferson, Franklin D. Roosevelt, W. W. Samuell, South Oak Cliff, A. Maceo Smith and Sunset high schools continued with Station B software and will be upgraded if funding becomes available at some future time.

The software upgrade did not present a change in curriculum; instead, it incorporated functional improvements into the operational characteristics of the software. Money from the grant also purchased a few headsets and other peripheral equipment to replace damaged and worn units.

Two READ 180 schools did not deliver the program to students in 2005-2006. David W. Carter's reading computer lab is located in portables without the appropriate wiring necessary to support the networking required to implement the program. Woodrow Wilson did not receive and install computers for a reading lab until well into the spring of the 2005-2006 school year. These difficulties prevented the implementation of the program on these campuses.

District officials reported that the upgraded software represented an important improvement in the instructional characteristics of the computer-aided rotation of the curriculum. However, the funding levels for 2005-2006 were insufficient to include critically needed hardware

upgrades. Outstanding problems centered around the age of the computers in most of the computer labs. These machines were of a variety of makes and models and most were more than 8 to 10 years old, according to Reading Department officials. These machines have become increasingly difficult to maintain as they age. When the curriculum software was temporarily unavailable due to hardware or infrastructure problems, teachers pressed on by adapting techniques used in the teacher-led rotation to fill the gaps created by the unavailability of the computer-aided portion of the curriculum.

The computer labs for the general student population are inappropriate as work-around solutions to these problems. The READ 180 program requires the availability of a READ 180 program-specific library and additional equipment, such as headphones, to conduct the curriculum of study. These hard to replace materials must be stored and used in a secure location to safeguard their availability for the entire life of the program. If general population labs were pressed into service for READ 180 instruction, these materials would have to be transported into and out of the lab by students as they migrated to and from their classroom for the computer-aided portion of the curriculum. Additional teachers or teacher's aids would be required to supervise a single class of students divided between two locations during one period of study, the lab and the reading classroom. Further, the design of the program only requires six or seven computers for each rotation of students. Typical general use labs house 25 to 30 machines. The lab would be unavailable for general use while READ 180 instruction was in session. As general use labs are often in high demand, this would likely result in poor utilization of the available computers, since six students would effectively tie up 25 or more machines during each instructional rotation. Normally there will be a minimum of three rotations. Finally, the program's instruction is designed to take place in one room, with a teacher present who can follow students from station to station (group reading, individual reading and computer-aided work) to provide help and supplemental instruction as needed. Although the bound reading materials can be utilized in the computer lab, the security issues and general fitness of the work station layout for bound reading material study, coupled with students occupying computer stations, but not using the computers, renders this an unattractive option.

The READ 180 program campuses need to be upgraded so that all campuses are using the same version of the software. Computers need to be upgraded as necessary to foster user-friendly reliability, and infrastructure needs to be installed and supported so that every READ 180 campus is not hampered from delivering the program as intended by its authors because of a lack of appropriate connections. At present, many students purported to be receiving READ 180 based instruction are instead receiving something other than what the program requires for proper implementation because of hardware, software and infrastructure related shortcomings.

2.5 What was the effectiveness of the Teacher Laptop Program?

In 2005-2006, 798 laptop computers were distributed to teachers and media specialists who passed the TLP Level 1 Technology Proficiency assessment. The computers were HP / nx5000 or HP / nc6120 machines equipped with Star Office, an application program purported to be compatible with the Microsoft Office products. The expectation was that teachers would be able to transfer training on Microsoft Office into Star Office. It is beyond the scope of this evaluation to evaluate that expectation. Anecdotal reports suggested that there was cause for concern about the transferability of skills and work product between Microsoft Office and Star Office application software, calling into question the ultimate benefit of the initial training program. This is an area the Technology Department will want to monitor very carefully to ensure that the potential of the TLP program is fully realized.

In 2005-2006 the TLP rolled out the Level II training program called TLP Level II Technology and Pedagogy ConNEXTion. To be eligible for the Level II training program a teacher had to have successfully completed the TLP Level I, and be in possession of either a Compaq EVO N800v or Dell Inspiron Laptop Computer. The Level II course was delivered online via a professional development website called pdPoint, by Schoolkit International. Course modules include Excel, Word and PowerPoint. The training included instruction in specific pedagogical areas and how to use technology with the curriculum. Level II students were given Microsoft Office 2003 to facilitate this training. The final project for the course required teachers to prepare a CD using Word, Excel, PowerPoint and Internet sources to prepare and present their

project. Upon successful completion of the course, teachers received an HP / nx5000 laptop. Some 85 teachers successfully completed this training.

Also new in 2005-2006 was the Intel Teach to the Future program that awarded HP / nx9010 laptops to principals. One-hundred and fifty-seven principals received laptops under this program. The machines were laptops in the TLP inventory that had been returned by resigning or retiring teachers.

The TLP began issuing computers in 2003-2004. In 2005-2006 the first issued of these computers became eligible for purchase by the user for \$1.00 under the terms of the TLP program. Subsequently, 3,507 Compaq Evo N800v and N1020v computers were purchased by teachers. The TLP also supplied 100 used laptops not purchased by the user to elementary schools throughout the district to be used on wireless carts. Another 81 used machines were provided to the Drop Out Prevention program.

2.6 What was the effectiveness of the Masters Across Technology (MAT) program?

Program Goals. DISD teachers completed 36 semester hours to complete the University of North Texas program designed to help teachers meet the Texas State Board for Educator Certification (SBEC) Technology Certificate requirements. Completing the program prepared teachers to take the Texas Examinations for Master Teachers (TexMaT) test necessary for Master Teacher designation. Successful completion of the prescribed coursework earned teachers a Computer Education and Cognitive Systems (CECS) master's degree- Teaching and Learning with Technology. Teachers completing the curriculum were eligible to take the Technology Applications Early Childhood-8 certification examination. There were additional projects required to complete the eligibility process for the Technology Applications 8-12 certificate, but the degree-work required prepares teachers to undertake those projects.

Admission and Reimbursement Requirements. To be admitted, teachers must have been accepted to the UNT Toulouse School of Graduate Studies and have successfully completed the first four courses under the Technology Application Certification Program (TACP)

with a grade of *B* or better. Program participants must have completed all coursework with a grade of *B* or better to be reimbursed by the district.

Coursework Facilitation Model. The program was organized so that DISD participants traveled through the program as a cohort. Teachers took a single course each semester. Each class met seven times face-to-face each semester. Facilitators included DISD and UNT personnel. Another eight class sessions were online. Students received rubrics for all assignments, and the Teaching Assistant for the program was available for direct consultation throughout any given semester. The first cohort completed coursework in 2005-2006.

In fall, 2005, there were 19 students active in the program. All 19 successfully completed the semester. Students took a course called Computers in Curriculum and Instruction (CECS 5500). Tuition reimbursements totaled \$18,823.70.

Eighteen of the 19 students from the fall continued through the spring 2006 semester. All 18 students successfully complete their coursework with a grade of *A* or *B*. Spring tuition reimbursements totaled \$16,306.65. This was the final semester for this cohort and all 18 of these students graduated with a Computer Education and Cognitive Systems (CECS) Master's degree. This program will not continue in 2006-2007.

2.7 What was the effectiveness of the New Horizons Program?

New Horizons provides computer training, specializing in Microsoft applications, nationwide. District employees were eligible for training at the Dallas facility throughout the year, funded by the grant. New Horizons training supplements free training provided through the Districtwide Technology Training program available to teachers after school hours. During 2005-2006, the grant funded 98 days of Type A training at New Horizons. Type A training includes desktop applications such as Microsoft Access, Word, Excel and PowerPoint. The department has funded 199 days for 2006-2007. The complete training catalog may be viewed at www.newhorizons.com.

2.8 What was the effectiveness of the Interactive Video Conferencing program?

The Interactive Video Conferencing program was suspended throughout much of the 2005-2006 school year. The funding for this program was temporarily suspended by the district pending a resolution of issues surrounding Technology Department vendors. The details concerning this matter are outside the scope of this report. The original plan for this program was to provide video conferencing carts to district schools in 2005-2006. These carts were to have a 32" monitor and other equipment necessary to facilitate an interactive conference. One-hundred eighty teachers had been trained to use the carts. When funding again became available, budgetary constraints required a reevaluation of the video cart's configuration. That reevaluation was not completed at the time of this report.

Because the video conferencing carts were not available as planned in 2005-2006, the Interactive Video Conferencing program hosted 30 teachers to attend the Texas Distance Learning conference held March 6 through 8th in San Antonio, Texas. The theme for the conference was *The Future's So Bright*. Breakout sessions featured topics related to teaching online and video conferencing.

The Interactive Video Conferencing program expects to be able to implement the carts, and the accompanying video conferencing capability in 2006-2007. The program helped develop a centrally located video conferencing classroom located in the Buckner Service Center where presentations and conferences are expected to be facilitated throughout the district using the interactive carts at schools in 2006-2007.

2.9 What was the effectiveness of the Technology Outreach Program?

The Technology Outreach Program (TOP) developed community partnerships with businesses, governmental agencies, higher education institutions, and individuals for donations of technology related equipment district-wide; determined minimum standards for donated equipment, as well as performed equipment refurbishment and distribution.

TOP had two principal components. The first was Connect-A-Student-To-Technology (CAST). CAST enabled students at select schools to take donated refurbished computers home, thus introducing computer technology into many homes otherwise lacking access, thereby supporting classroom and homework activities including access to the Internet. The CAST program distributed approximately 1,280 computers in 2005-2006. The computers were distributed among the six areas and alternative schools within DISD. In addition, the CAST program also supplied a number of homebound students with donated computers.

The second component was Computers for Classrooms (CFC). This program supplemented the number of computers in schools throughout the district, by equipment donations. School administrators acquired donated computers by completing request forms. Equipment requests were evaluated and filled on a first-come, first-served basis. Schools assumed responsibility for equipment installation and acquisition of specialized software. CFC equipment was maintained by district technicians, and equipment problems were reported to the Technical Assistance Center. CFC distributed over 600 computers to schools in 2005-2006. The program also assisted with the distribution of computers for special classroom programs.

TOP also provided opportunities for training and mentoring of DISD students with interests in the technical field. Students enrolled in technical and non-technical courses volunteer during the year, assisting TOP technicians with computer refurbishing, thereby acquiring hands-on experience. Technical students from Skyline and Townview A+ and CISCO classes participated in 2005-2006. Students from the Sunset High School A+ class performed off-site refurbishing of donated computers for TOP. Technical students were also employed as Summer Interns in the department.

2.10 What was the effectiveness of the grant's contribution to the Atomic Learning program?

Atomic Learning is a company that provides short, on-demand tutorials on a variety of technology related subjects. As used by DISD, Atomic Learning was a subscription-training program that familiarized teachers and students with the use of hand-held technology. The following comes from the Atomic Learning website (www.atomiclearning.com):

"Atoms of learning" — Short, easy-to-view-and-understand tutorial movies that answered the common questions people have when learning software. That is the idea that inspired a group of current and former educators and technology coordinators to launch Atomic Learning in the spring of 2000. We saw and experienced the problem schools were having incorporating technology in the classroom - and decided to do something about it.

We set out to create an online resource for educators, students and families that would be like a personal, on-demand, just-in-time software trainer, available 24/7 to answer those "How do I do that?" questions we all have when learning software.

While our tutorials are appropriate for nearly any individual or organization that uses computer software, presently we are primarily focused on the education market. We've developed a product specifically designed to be easily accessible to educators. Atomic Learning is designed, priced and marketed specifically to remove barriers to entry into the education industry.

Our library of tutorials currently numbers more than 10,000 covering over 70 of the most common software applications with an average of 400 new tutorials added every 45 days (www.atomiclearning.com).

This initiative provided teachers the Atomic Learning web-based subscription which trained them to use the Personal Digital Assistants (PDAs or handhelds). In 2005-2006, seven 3rd and 4th grade bilingual teachers (134 students combined) were selected to participate in the program:

Each teacher received a Teacher PDA, a classroom set of PDAs for student use, and a desktop computer and a projection device for the classroom. Teachers also received content software for the PDAs (Palm Tungsten E2s): Herbert's 50 States, Herbert's Math Time, Missile Quiz, Word Draw, Think Fast Math, and Math Trick Trainer, Quizzler, and Children's Stories, Fairy Tales, and Classic Fables for Palm e Reader with over 150 great works.

The most used Atomic Learning training components were handhelds training and Microsoft PowerPoint training. These trainings were used by teachers and students and incorporated whole group instruction as well as individual training. Teachers found the Curriculum Tools component, including innovative lessons plans and appropriate students activities, and materials needed for a lesson, to be valuable. The student profile section was also very popular with these teachers.

Teachers report that others in the school were impressed that 3rd graders were able to create PowerPoint presentations and know how to use handhelds. The students were very

excited to be in the program, and teachers reported students were enthusiastic learners with a marked decline in discipline problems.

Over the summer, when the Atomic Learning subscriptions were not used in classrooms, the Technology department made them available to the Web Mastering/Multimedia teachers where the Atomic Learning tutorials in DreamWeaver, Flash, Fireworks, and Photoshop were used. Instructional Technology staff, which includes six Elementary Specialists, one Middle School Specialist, one High School Specialist and two Training Specialists, also used Atomic Learning tutorials to hone their technology skills.

For the next school year, 2006-2007, the Technology department plans to enlarge the program to include seven additional 3rd and 4th grade teachers and their students. In 2006-2007, the program will not be limited to bilingual teachers. All seven 2005-2006 participating teachers are expected to continue their participation in 2006-2007.

2.11 What was the effectiveness of the Texas Computer Education Association Scholarships (TECA) program?

The TCEA scholarship program funded 104 teacher technologists to attend the 26th Anniversary Convention & Exposition meeting held in Austin, Texas, February 6-10, 2006. The theme in 2006 was *Technology Gone Wild*. The conference was attended by teachers, librarians, technologists, administrators, specialists, principals and other technology stakeholders. Exhibitors included computer supplies and accessory providers, software vendors, systems and networking products suppliers, training and education materials suppliers, classroom product suppliers and others.

Program management surveyed the attendees to learn what they found most helpful or innovative about the conference. Forty-eight attendees responded to the survey for a 46% response rate. Due to the nature of the information requested, all questions on the survey were open-ended. Only the most frequent responses will be discussed here. The full survey response is presented as Appendix A.

When asked about the most innovative products at the convention, teachers cited products by eInstruction, Whiteboard or Smartboard, document cameras and animation software. District attendees most often cited the “Technology Applications Teacher Network Pre-Conference” as the best presentation. The general session speakers, especially Coach Carter who gave a motivational talk, also ranked high in the best presentation category. The manufacturers of the software were also cited in the best presentation category as the most innovative.

When asked what they would be willing to share with colleagues at a teacher-tech or after-school training session, attendees most frequently said that they would be willing to present a workshop on some form of technology integration, or Windows Movie Maker. Teachers were asked to list the product, service or training presented at the conference that could most benefit DISD. Leading responses featured Smartboard or Whiteboard offerings. Conference attendees also frequently cited that the online attendance system, Quarter Mile Math software and Microsoft Producer would be of benefit to DISD.

Attendees most frequently recommended Smartboard technology, animation, blogs and podcasting, and the upgrade of library equipment and software for future research as Instructional Technology department activities or initiatives. Attendees also expressed an interest in new audio/visual equipment and wanted more training on its use. Technologists included good library websites and digital photography offerings in their recommendations for future district research.

When asked about projects that another Texas school district had implemented that might be beneficial to DISD, teachers most frequently cited Claymation software, the availability of data projectors in every room, United Streaming.com offerings, full-time funded technology specialists (without teaching duties), Internet and print control software, and interactive video conferencing capabilities. The 48 respondents listed 17 different websites as being potentially useful additions to the Instructional Technology department website as links.

SUMMARY and RECOMMENDATIONS

Summary. The DISD Instructional Technology department used grant monies to fund 10 technology programs needed in the district during the 2005-2006 school year. Grant funding supported 10 new teachers as they completed projects for the BTI. The grant funded a technologist and counselor for the Catholic Dioceses of Dallas.

Teachers participated in a comprehensive Internet-based interactive program designed to reinforce best practices in teaching, and to introduce and reinforce district expectations for teaching practice through the DallasISD Online website.

The Scholastic READ 180 program used grant funds to upgrade the basic software used by teachers as one leg of a three-legged program. Although the software upgrade was successful, problems remain, mostly associated with hardware and connectivity problems at using schools. These were hardware problems that cannot be remedied by software improvements.

In 2003-2004, DISD issued more than 9,000 laptops to teachers and media specialists under the TLP. In 2005-2006, the grant funded continued training and support for these users. The grant also funded the purchase of laptops for teachers new to the district, and those not issued one the previous year. Training was also funded under the grant.

Nineteen participants in the MAT program completed their Master of Computer Education and Cognitive Systems degree at UNT.

The grant funded 98 days of Microsoft applications training at New Horizons, a corporation that delivers training to Microsoft applications users nationwide.

The Interactive Video Conferencing program was suspended throughout most of 2005-2006.

The TOP program provided more than 1,280 donated computers to DISD students through the CAST component of the program. The CFC component distributed 600 computers to schools for classroom use.

The grant provided funding to support seven bilingual DISD teachers' and students' access to subscription-based short, on-demand training programs offered by Atomic Learning. The tutorials focused on the use of hand-held technology.

In 2004-2005, the grant provided funding for 104 teacher technologists to attend the 26th Anniversary Convention & Exposition meeting of the Texas Computer Education Association in Austin, Texas. Attendees were able to review and examine technology related offerings including hardware, software, packaged instructional programs, classroom teaching aids and other products.

Recommendations. This grant collects many small projects together under one administrative roof for grant purposes. This grant is structured as it is to improve the efficiency of the grant acquisition process. By combining many technology projects into one grant, the district is better able to demonstrate the need for grant funds devoted to technology. However, the Technology Department does not seem to have oversight discretion among the various programs and departments receiving funds via the technology grant. It would seem prudent to require each grant recipient to provide the Technology Department with a periodic accountability report that tied grant fund activities to the original workscope document used to request and justify the funding at the time of grant application.

The READ 180 program suffers from insufficient funding for the procurement and maintenance of hardware necessary for full program implementation. The READ 180 program campuses need to be upgraded so that all campuses are using the same version of the software. Computers need to be upgraded as necessary to foster user-friendly reliability, and infrastructure needs to be installed and supported so that every READ 180 campus is not hampered from delivering the program as intended by its authors because of a lack of appropriate connections. At present, many students purported to be receiving READ 180 based instruction are instead receiving something other than what the program requires for proper implementation because of hardware, software and infrastructure related shortcomings (see pages 10-12).

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Appendix A

TCEA Scholarship Program Survey Results

1) What were the three most innovative products you saw presented at the Exhibit Hall?

Freq Response

- 21 Smart Board
- 5 E Instruction
- 4 Document cameras
- 3 Animation Master
- 3 Ipods
- 3 Sony Software
- 2 Adobe products
- 2 Apple products
- 2 Clicker 5 Software
- 2 Cosmic Blob software
- 2 HP Poster/banner printer
- 2 Inspiration
- 2 New software offerings
- 2 Texas Cash for Texas Kids
- 50 Projects
 - Advanced microscope
 - Apple's iLife & iWork Software
 - Assessment technologies
 - Book Binding System
 - Brain Pop
 - Canon Elura 100
 - Classroom Performance System
 - Compass Learning
 - CoreFX animation software
 - CPS
 - Dell stolen computer trackers
 - Digital Camera Projects
 - ELearning for Student Assessment
 - Handheld Smartboard-like pads
 - Highsmith(digital cameras)
 - Hobo loggers
 - Home Security via Internet
 - HP Computers
 - HP Printers
 - Infocus
 - Interactive PowerPoint
 - LCD
 - Learning.com
 - Microsoft InfoPath 2003
 - MindPlay software
 - Net Ops
 - netTrekker di
 - NetWise SmartCart
 - New laptops
 - Online course software
 - Pathfinder Web Pages
 - PDAS
 - Portfolio creating software
 - PSP PowerPoint Software

Questia
Quizdom
Scholastic Class Homepage Builder
Similar to Lanschool
Smart Tablet Airliner
Smart Technologies
TCI Small Projector
Teaching Books.net
Texas Instruments
Texthelp software for ESL
The Writer Learning Systems
Video editing materials
Visions Software Corp.
Visual Thesaurus
Voice activated software
Wireless carts
Writer Plus Learning Systems
Writer's Companion Software

2. Name and describe the best presentation that you attended. Please only consider those presentations for which you did not pay extra – those presentations included in the basic conference registration fee.

Freq Response

5 Technology Applications Teacher Network pre-conference
3 Don't be Cheated
3 Fun and Games with PowerPoint
3 Photo story
3 Photoshop Elements
2 Cisco Connected Campus
2 Claymation
2 Coach Carter
2 Free Tools for the PC to Make Life Easier
2 Games in the Classroom - Tammy Worchester
2 GIMP software
2 Smart Boards
2 Taming the Elementary Tech Apps TEKS
2 Tech4Learning
4,000 Web Resources for Teachers
Academic Superstore
Advanced Microscope
Apple's iLife & iWork Software Suite
Bargain Bazaar
Blogs and Wikis
Bloomin' Bluebonnet Books TECHS
Carlton Presentation on DVD moviemaking
Classroom Performance Systems
ClassTrack Focus Group Discussion
Computer monstrence and virus protection
Differentiated Learning seminar
Digital Cameras
Digital Photography
Digital Portfolio using PowerPoint
DVDs for Dummies
HP Printers

Integrated lessons: elementary
 Integrating Science and Technology
 Integrating Technology into any subject
 Intel
 Interactive Websites for American History
 It's Not Just About Books Anymore
 Launching Creative Learning
 Librarian Special Interest Group
 Managing students during audio-video projects by Vince Cowdrey
 Microsoft
 More K=2 projects with Pizzazz
 New Technology Initiatives
 Please, Not another lights, camera, action!
 Podcasting and blogs
 Popular Games designed for Learning
 PowerPoint Social Studies games
 PowerPoint United with Video
 Project based tech skills
 Save Money, Save Steps, Save Trees: Adobe Forms Online
 SBEC presentation
 Taming Technology
 The Quarter Mile math
 Using Digital Media to Create Powerful Classroom Presentations
 Using United Streaming
 Videoconferencing in the library
 Web Blender
 Wild About Immersion: Building the 1:1 Learning Community

3. What conference topic would you be willing to present at a Teacher Tech or after-school training session next year?

Freq Response

2 Technology Integration
 2 Windows Movie Maker
 Campus level software
 Clay Animation
 Copyright issues
 Creating a website in Flash for the classroom teacher
 Creating Jeopardy Game using PowerPoint
 Design and Technology Education in the Elementary Classroom
 Digital Camera Projects
 Digital Graphics
 Digital Imaging
 Digital Portfolio using PowerPoint
 GIMP
 Interactive Engagement in the Urban Classroom
 Interactive Video Conferencing
 Kidspiration
 New Technology Initiatives
 Photostory 3
 PowerPoint in the elementary classroom
 Schoolkits - PD point
 Share ideas from TATN
 Smartboard

Springing multimedia
Using Smartboards to teach biology
Using United Streaming
Videoconferencing
Web Blender
Websites and overview of DISD databases available through Region 13 and DISD Library Services
Websites for Teachers

How to produce a PowerPoint presentation using video clips
Internet Safety, specifically related to MySpace and similar sites
The Internet as a research tool
Using PhotoStory in oral reports
Photoshop Techniques
Podcasting
Multimedia workshop using Producer, Movie Maker and Photo Story to integrate curriculum
Jeopardy games
Windows Moviemaker
Windows Producer
Curriculum integration using technology to expand instruction in content areas
Using PhotoStory 3 for elementary writing projects
Yearbook DVD
Putting fun back into the after-school program with computers
CS2
MSW LOGO
Smartboards
Microsoft Office

4. Name a product, service or training presented at the conference from which you believe DISD would benefit.

Freq Response

13 Smart Board
2 Microsoft Producer
2 Online attendance system
2 The Quarter Mile Math software
Better laptops and wireless teaching aids
Career Cruising electronic portfolio software
Classroom licenses for software
Cloze Pro software
Cosmic Blob software
District wide grade book loaded from Stusys database
Document cameras
E-Instruction
Handheld wireless pads with Bluetooth
How to build a computer
HP printers
iMovie
Interactive Engagement in the classroom
Interactive video conferencing equipment for all schools
Maya animation software
Mimio Learning Boards
Movie Maker
NetOp, especially at Irma Rangle All Girls School

Online services that allow teachers to post lesson plans, work and grades for parent and student use
 Open Source software
 Orbis Gradebook
 Paper free campuses
 PlayStation Math and Science software
 Portable computer labs in elementary schools
 Premier Elements
 Questia
 Questia
 Quizdom
 Scanner for computer hardware inventory
 Tablet PCs for technologists and administrators
 TAKS ReadySet
 Technology and professional development
 TextHELP
 The Library Corporation
 TLP-DISD
 United Streaming
 Wireless networking training

5. The conference slogan was Technology Gone Wild. What did you come away with that you would like DISD to research for possible incorporation into an Instructional Technology activity or initiative.

Freq Response

6 Smartboards, including classroom teachers, not just lab teachers
 2 Animation to "hook" students into learning better
 2 Blogs and podcasting implemented into the curriculum
 2 Upgrade library equipment and software
 A data computer that holds all student's information when on field trips
 Activities using MS Office
 Bi-yearly laptop upgrades for all professional staff
 Classroom performance systems
 Dataprojectors
 Digital cameras and Photostory to produce digital portfolios
 Freedom for tech teachers to cover specific skills, but to create project-based activities that correlate
 Handheld wireless pads with bluetooth
 How to incorporate multimedia, movies and games into teaching and learning
 Interactive engagement through the use of technology integration in the regular classroom
 Interactive multiple assessment with instant feedback technologies
 Interactive video conferencing in all schools
 Lesson plan ideas
 Lesson-planning software
 Mobile labs in schools
 More up-to-date technology applied for students
 Non-DISD specialists are more knowledgeable. Use them to present at meetings and training.
 Online technology training for credit
 Open Source software
 Products
 Replace high school texts with laptops and CDs
 Research topics better before implementing, such as 1:1 laptops

Revise Scope and sequence to allow for projects that might take 6-8 weeks, but that ties software applications in a real and meaningful way

Technology Gone Wild district night for all campuses

Technology Gone Wild Motivational Speak was Coach Carter and he motivated the entire audience to get back to school with a new attitude and stick up in your value and belief system.

Technology Gone Wild would be a fun theme for a thematic unit integrating language arts, math and science

United Streaming

United Streaming

Use computers and integrate technology use into assignments

Using technology to help the community, oral histories or instruction videos

Using the I-pod shuffle to teach language students

Videos about the library and library research that would encourage students to use the library more

Ways to use technology

6. Name and describe a project that another Texas school district has implemented that DISD should consider?

Freq Response

2 Claymation

2 Data projectors in every room

Full-time funded technology specialist, without teaching duties, to help teachers integrate

2 technology into the teaching/learning process

2 Interactive video conferencing, including elementary level

2 Internet and print control such as CyberLibrarian

2 United streaming.com

1:1 computing using Bryan or Irving ISD as exemplar

A production team to go to schools and help a teacher or class prepare a video project

Classroom performance systems

Discovery Educator Network

DISD is the most innovative district there

Distance learning through video conferencing

Free music downloads for student projects

Ipods

Laptop II

News broadcast for the school

Online interactive lesson planning

Paperless, everything done online

Resume DISD technology contests for students

School runs a space shuttle mission

Smartboards in every classroom

Teacher web portals

TechFusion technology (www.irvingisd.net/techfusion)

Using PowerPoint well

Webmastering classes where school websites are maintained in collaboration with journalism departments

Websites for individual schools and libraries

www.pasadenaisd.org/sailon is a cooperative effort by 7 school districts to centralize online interactive websites for student use

7. The Instructional Technology website features links to other appropriate websites throughout the nation. Did you learn of a website at the conference that you believe would be appropriate and beneficial to be featured on our website? Please name and describe.

Freq Response

AP Accuweather
Discovery school
Discovery.com
DISD databases available through Region 10 and DISD Library Services
http://www.cchs.ccsd.k12.co.us/teacher_resources/index.html
<http://www.pasadenaisd.org/sailor/>
<http://www.teachnology.com>
<http://www.techappsnetwork.org/>
I was unable to find the listing to which this refers.
Make the Technology website easier to find.
NASA Center for Distance Learning
New Technology Initiatives
Nortel website provides free links to educational and tutorial programs
Project Gutenberg - <http://www.gutenberg.org/>
Senselang.com
Sites for b logs and Wikis: <http://classblogmeister.com> and <http://www.wikispaces.com>
Sound editing at <http://audacity.sourceforge.net/>
Web Resources for Teachers. This is a very comprehensive list of websites compiled by a teacher.
www.multiplication.com