



Dallas Independent School District

**EVALUATION OF THE 2006-2007
TITLE II, PART D, ENHANCING EDUCATION THROUGH
TECHNOLOGY PROGRAM GRANT
EA07-183-2**

**DEPARTMENT OF EVALUATION
AND ACCOUNTABILITY**

Michael Hinojosa, Ed.D., Superintendent of Schools

Dallas Independent School District


Michael Hinojosa, Ed.D.
Superintendent of Schools

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

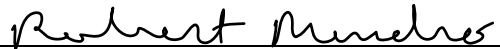
EA07-183-2

Michael D. Lucas, Ph.D.

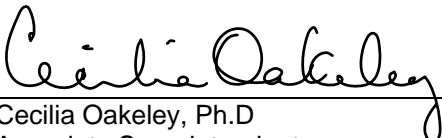
Approved Report of the Department of Evaluation and Accountability



Nancy Kihnerman, Ph.D.
Executive Director
Special Projects Evaluation



Robert L. Mendro, Ph.D.
Assistant Superintendent
Department of Research and Evaluation



Cecilia Oakeley, Ph.D.
Associate Superintendent
Department of Evaluation and Accountability

Dallas, Texas
August 2007

Table of Contents

	<u>Page</u>
ABSTRACT	1
PURPOSE AND SCOPE OF THE EVALUATION	2
MAJOR EVALUATION QUESTIONS AND RESULTS	5
2.1 What was the effectiveness of the Title II, Part D grant's contribution to the Beginning Teacher Institute program?.....	5
2.2 What was the effectiveness of the Title II, Part D grant's contribution to the Services to Private Schools program?.....	7
2.3 What was the effectiveness of the Title II, Part D grant's contribution to the Dallas ISD Online program?.....	9
2.4 What was the effectiveness of the Title II, Part D grant's contribution to the Read 180 program?.....	9
2.5 What was the effectiveness of the Teacher Laptop program?.....	11
2.6 What was the effectiveness of the New Horizon program?.....	13
2.7 What was the effectiveness of the Interactive Video Conferencing program?.....	13
2.8 What was the effectiveness of the Technology Outreach program?.....	15
2.9 What was the effectiveness of the Title II, Part D grant's contribution on the Atomic Learning program?.....	16
2.10 What was the effectiveness of the Texas Computer Education Association Scholarship program?.....	17
SUMMARY and RECOMMENDATIONS.....	19
REFERENCES.....	21

List of Tables

<u>Table</u>		<u>Page</u>
1	Beginning Teacher Institute Participants' 2004-2005 Technology Projects, by campus.....	6

List of Appendices

<u>Appendix</u>		<u>Page</u>
A	TCEA Scholarship Program Survey Results.....	22

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 2006-2007 school year. In 2006-2007, nine teachers received stipends for successfully completing the requirements of the Beginning Teacher Institute. Services to Private Schools: in connection with No Child Left Behind, DALLAS ISD provided services to area private schools. The Catholic Diocese of Dallas was the largest recipient. Dallas ISD Online is a continuation of what was previously called the Blackboard Project, a subscription website content management service used to provide training to DALLAS ISD teachers. In 2006-2007, the READ 180 program office reported no significant impediments to the delivery of the program. However six of 21 READ 180 schools failed to implement the program at their campuses. In 2006-2007, grant funding supported the third year of operation and implementation of the more than 9,000 laptops issued beginning in 2006-2007. New Horizons provided district employees with 200 days of computer training specializing in Microsoft® applications funded by the grant. The Interactive Video Conferencing program fielded 31 video carts in the 2006-2007 school year. The Technology Outreach Program (TOP) provided 5,100 computers to students and to district classrooms in 2006-2007. TOP also provides opportunities for training and mentoring of DALLAS ISD students with interests in the technical field. The grant funded training for seven district teachers and 153 students on the use of hand-held technology delivered on-demand online by the Atomic Learning Company. The grant helped fund 93 DALLAS ISD teacher technologists to attend the Texas Computer Education Association (TECA) annual meeting in Austin, Texas, in February 2007.

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 2006-2007 school year. The grant provided funds to the district to facilitate improvements in the use of technology as part of educational delivery strategies employed by the district. The grant provided \$767,535 dollars to the district and ran from July 1, 2006, through June 30, 2007. The IT department applied the funding to 10 major program areas within the district:

- the Beginning Teacher Institute (BTI)
- Services to Private Schools
- Dallas ISD Online
- Read 180
- the Teacher Laptop Program (TLP)
- New Horizons training classes
- Interactive Video Conferencing
- Technology Outreach
- Atomic Learning
- Texas Computer Education Association (TCEA) Scholarships

Each of these programs was carefully integrated into a districtwide plan fully to 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 2006-2007, 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.

Dallas ISD Online. This is a subscription website management program. The district buys subscriptions for DALLAS ISD 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 in which 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, DALLAS ISD 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 2006-2007, 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 or Level II Technology Proficiency test.

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.

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 video carts, training and stipends for teachers and their students to participate in interactive video conferencing.

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. DALLAS ISD subscribed to training in hand-held technology for teachers and students. The grant funded personal identification numbers necessary for seven DALLAS ISD teachers and their students to access 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 93 DALLAS ISD teacher technologists and technology staff members to attend the 27th Anniversary Convention & Exposition meeting held in Austin, Texas February 5-9, 2007. The scholarship program provided a stipend of \$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 were 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 Mentoring and Support Program, 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 DALLAS ISD 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 2006-2007, nine 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 2006-2007 school year.

Table 1

Beginning Teacher Institute Participants' 2006-2007 Technology Projects, by Campus

Campus	Project Title	Student Grade	Project Synopsis
Kramer Elementary School	Exploring the Five Senses	Bilingual Kindergarten Bilingual Grade 2 Strings Grade 5	Students will research and explore each of the five senses using science and computer labs, internet, digital cameras, printers, InFocus projector and PC. They will prepare a computer-based presentation to showcase their accomplishments to parents and guests at the close of the project.
Bryan Adams High School	Author Adventure	Grade 10	Students will select and research their favorite authors, using a variety of resources, including the internet. They will utilize Power Point™ software to provide informative presentations to their school.
John B. Hood Middle School	Lone Star! Super Star!	Grade 7	Students will study Texas heritage and traditions through the use of various resources, including the internet. Through the use of the PC, students will create formal project boards to display at their school.

(Table continues)

(Table 1 continued)

F.P. Caillet Elementary	Lions and Tigers and Bears...Oh My!	Grade 1 Grade 2	Students will use the internet to research different animal habitats. A Power Point™ presentation will be created and presented to parents to document the “journey”.
Stevens Park Elementary	Little Authors and Illustrators	Bilingual Grade 1	Students will create, illustrate, revise, and publish their own book using various resources, including the internet.
William Lipscomb Elementary	Animal Museum	Kindergarten	Students will use the internet to research information about their favorite animals. Online information will be printed and mounted for school presentation

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, DALLAS ISD provided services to area private schools. The Catholic Diocese of Dallas was the largest recipient. DALLAS ISD 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 its funding primarily for training purposes in 2006-2007. More than 17 workshops were presented to Diocese teachers. Subject matter included Excel™, RenWeb™, unitedstreaming™, writing, Lego™ Workshop™, marcopolo, E-Rate™ workshops and other training. Microsoft® Excel® is a spreadsheet application familiar to most computer users.

RenWeb™ is a web-based school management software system. RenWeb™ is a subscription-based service offering a comprehensive software package that manages common school activities, such as keeping attendance, managing teacher grade books, preparing report cards, providing guidance counselors with access to test results, transcript production, school registration, and more. Unitedstreaming™ is an online subscription video service that provides

video and tutorials on a variety of subject areas including foreign language, secondary math, science, and language arts.

E-Rate™ is a system of discounted telecommunications services available to schools under federal law.

The Telecommunications Act of 1996 expanded the obligation of telecommunications providers to make available discounted services to the nation's schools and libraries. This initiative became known as the E-Rate (Education Rate) program. The Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) administers it. E-Rate program funded technology discounts to K-12 schools amounts to approximately \$2.5 billion annually. Some training materials were locally produced, but much of the training was conducted by subject-matter experts from companies providing professional services to educators (School Loop, 2007).

marcopolo™ is a nonprofit consortium of eight education organizations partnered with the MCI foundation. The consortium provides internet access to subject matter in the areas of arts, economics, mathematics, humanities, language arts, reading, science and geography.

In addition to training teachers and staff on the features and use of software systems, the Diocese held a Technology Fair in October of 2006. The fair featured more than 15 vendors and provided breakout sessions on technology applications in the classroom. In April the Diocese hosted the 1st Annual Robotics Competition to help foster technology applications among students. Training attendance records for teachers and students are available in the DALLAS ISD 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 Dallas ISD Online program?

Dallas ISD 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. Dallas ISD 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 post training, bulletin boards or other educationally oriented material. The subscriber was responsible for developing and maintaining the content of each website. Subscribers purchased access for a specific number of individuals and for a specific amount of server memory space. Each individual user must be licensed. There were 6,500 licensed subscribers in 2006-2007, up from 3,700 users in 2005-2006. Current planning calls for subscriptions to grow to more than 10,000.

Department training course websites were accessed via a district level website called Dallas ISD 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 DALLAS ISD utilized training hosted on this system. The programs for alternative certification and new teachers were perhaps the heaviest users, as much of their training was housed there. In 2006-2007, a total of 492 courses were delivered via Dallas ISD Online by 15 departments. In addition, seven schools offered courses for a small number of students.

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, James Madison, Moises E. Molina, Kimball, L. G. Pinkston, Franklin D. Roosevelt, W. W. Samuell, Skyline (3 labs), South Oak Cliff, H. Grady Spruce, and Sunset high schools 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 2006. Other district schools offering READ 180 to students falling below the 40th percentile on *Iowa Test of Basic Skills (ITBS)* included Thomas A. Edison and P.C. Anderson middle schools and Otto M. Fridia Jr. Alternative School. Sara Zumwalt Middle School has installed the necessary infrastructure and software to offer the program in 2007-2008. Six additional schools, A. Maceo Smith, Thomas Jefferson, Seagoville, Hillcrest, Woodrow Wilson and David W. Carter, are READ 180 schools, but the programs were not operational in 2006-2007 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. According to the READ 180 program office, there were no significant hardware or software problems or issues in 2006-2007 of sufficient magnitude to prohibit implementation of the program as designed.

Six READ 180 schools did not deliver the program to students in 2005-2006 -- A. Maceo Smith, Thomas Jefferson, Seagoville, Hillcrest, Woodrow Wilson and David W. Carter. Although in past years, hardware and infrastructure problems inhibited full implementation, in 2006-2007, READ 180 program officials reported these problems to be largely resolved. Implementation problems seem to be centered on teachers, many of whom are Alternate Certification candidates, being afraid to implement the program because it represented a sharp departure from more customary instructional delivery methodologies. Teachers were willing to use the workbooks and handouts, but shied away from using the computer rotation feature of the program. The result was an incomplete implementation of the program at these schools.

The READ 180 program campus leaders need either to support and reinforce the full implementation of READ 180 or to remove the program from their schools. Since the READ 180 program has provided software, training, and other resources, and since the Instructional Technology department, along with other departments, has done the work necessary to provide the equipment and infrastructure to facilitate the program's implementation, and since the program has enjoyed success elsewhere, it seems that the program should be given a fully implemented fair trial in Dallas schools. 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. The reasons for the apparent lack of support from reading teachers, principals and other campus instructional leaders were unclear.

2.5 What was the effectiveness of the Teacher Laptop Program?

In 2006-2007, 593 laptop computers were distributed to teachers and media specialists who passed the TLP Level 1 Technology Proficiency assessment. The computers were

HP/nc6120, nc6220, nc6230 or IBM /z61m 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 2006-2007 TLP continued 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 TLP Level I, and have 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 44 teachers successfully completed this training.

New in 2006-2007 was the Teacher Laptop Integration Pilot Program (LIPP) that awarded IBM/z61m laptops to TAG and social studies teachers. Thirteen teachers successfully completed the on-line course work in three weeks, after which they received laptops under the program. The Teacher Laptop Integration Pilot Program was delivered online via a professional development website called "How to Master" by Info Source. The focus of LIPP was to assist teachers in integrating their curriculum with technology that would benefit both teachers and students. The teachers completed required courses (Understanding Technology Integration in the Classroom, Creating Class Material, Exploring Resources for Students, and Developing Electronic Classroom Presentations) and were able to select from additional optional courses. At

the completion of the course, the teachers had specific pedagogical knowledge on how to use technology with their curriculum, as well as with many other curricula areas. In the end, the teachers developed and presented a final curriculum project using PowerPoint™, Internet resources, and knowledge gained from the courses.

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. The program continued in 2006 – 2007, and subsequently an additional 1,360 Compaq Evo N800v, N1020v and HP/nx9010 computers were purchased by teachers during the 2006-2007 school year. The TLP also supplied 20 used laptops (HP/nx5000) not purchased by the user to high-school students for use in their on-line courses (Web Mastery, Multimedia and Computer Science).

2.6 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 2006-2007, the grant funded 200 days of Type A training at New Horizons. Type A training includes desktop applications such as Microsoft™ Access™, Word™, Excel™ and PowerPoint™. The complete training catalog may be viewed at www.newhorizons.com.

2.7 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, but began implementation during the 2006-2007 school year. The program fielded 11 video conferencing carts to district schools in the fall of 2006-2007, and another 20 in the spring. In all, 28 elementary schools, two middle schools and one high school were equipped with video conferencing capability during the year.

There were two versions of the video cart fielded in 2006-2007. One version was equipped with a 37 inch flat screen monitor, a Tandberg Set-Top 770 MXP system, and other equipment necessary to facilitate an interactive conference. The Tandberg 770 is a camera and audio system that integrates video and audio inputs from several sites for sound, picture, and display among several small to medium sized conferencing locations. The second version of the cart is equipped with the Tandberg 770, but with an Epson Power Lite 62c projector in place of the flat screen monitor. Each cart is assigned to a technologist trained to be responsible for maintaining the software configuration in an up-to-date status and ensuring any needed hardware maintenance is performed. Carts assigned to schools may be checked out from the managing technologist to facilitate conferences around the district. Another two carts are available at the Instructional Technology department for check out as well.

One-hundred and ten teachers completed basic training on the carts' operation in 2006-2007. These teachers were authorized to check the carts out from the managing technologist. Instructional Technology had plans to offer the basic training course during the summer of 2007 to any district teachers or staff seeking to become qualified to use the equipment. Advanced training on the carts' capabilities was planned for the 2007-2008 school year. In addition to the training program, the Instructional Technology department hosted 26 teachers to attend the Texas Distance Learning conference held March 27 through 29 in Galveston, Texas. The theme for the conference was *Discover the Treasures of Distance Learning*. Breakout sessions featured topics related to teaching online and video conferencing.

The Interactive Video Conferencing program expects to be able to expand the number of carts, cart managers and trained users in 2007-2008. 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 for the foreseeable future.

2.8 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 districtwide; determined minimum standards for donated equipment, as well as performed equipment refurbishment and distribution.

TOP has two principal components. The first component is Connect-A-Student-To-Technology (CAST). CAST enables disadvantaged students at schools selected by Area Superintendents and chosen by their Principals to receive donated, refurbished computers for use at home. This introduces computer technology into many homes otherwise lacking access, thereby supporting classroom and homework activities, including access to the Internet. The CAST program distributed approximately 2,100 computers in 2006-2007. The computers were distributed among the six district Areas, including the Alternative Area, within Dallas ISD. In addition, the CAST program also supplied a number of homebound and special hardship students with donated computers.

The second component is Computers for Classrooms (CFC). This program supplements the number of computers and printers in school classrooms throughout the district, from 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 and resolved by the district's Technical Assistance Center and Technology support staff. CFC distributed over 3,000 computers to schools in 2006-2007. The program also distributed hundreds of computers for many special classroom programs, including the Texas On-Line TAKS pilot.

TOP also provided opportunities for training and mentoring of Dallas ISD students with interests in the technology field. Students who are 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 Sunset, Skyline and Townview A+ and

CISCO classes participated in 2006-2007. 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.

2.9 What was the effectiveness of the grant's contribution on 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 DALLAS ISD, 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 provides teachers the Atomic Learning web-based subscription which trains them to use the Personal Digital Assistants (PDAs or handhelds). This past year – 2006-07 – seven third and fourth grade teachers (with 153 students) in the district were selected to participate in the program.

Each teacher received a teacher PDA, a classroom set of PDAs for student use, a desktop computer, a printer, and a projection device for the classroom. They also received the following content software for the PDAs (Palm Tungsten E2s): Herbert's 50 States, Herbert's

Math Time, Missile Quiz, Word Draw, Number Series, Treasure Hunt, Words 2 Grow, Fraction Math Time, HangFlash, SpellChamp!, Constructor, and Math Champ.

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

Teachers report that others in the school are in awe that third graders are able to create PowerPoint™ presentations and know how to use handhelds. The students are very excited to be in the program, and teachers report students are 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, 1 Middle School Specialist, one High School Specialist and two Training Specialists, also used Atomic Learning tutorials to hone their technology skills.

The Instructional Technology department will not offer the PDA Initiative in 2006-2007, but will follow up training; and support will continue for the seven teachers who participated in the 2006-2007 initiative.

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

The TCEA scholarship program funded 93 teacher technologists to attend the 27th Anniversary Convention & Exposition held in Austin, Texas, February 5-9, 2007. The theme in 2007 was *TCEA 2007 into the Next Dimension*. 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. Sixty-nine attendees responded to the survey, for a 74% 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 most frequently cited products by Whiteboard or Smartboard, eInstruction, Podcasting and iPods, and the Promethean exhibits. Many others were also cited. District attendees most often cited the presentations on Podcasting and the use of iPods as the best presentations. The sessions on Smartboards, "TATN" and "Tips and Tricks for using Microsoft Word" also ranked high in the best presentation category.

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 the use of Smartboards or podcasting. Teachers were asked to list the product, service or training presented at the conference that could most benefit DALLAS ISD. Leading responses featured Smartboard or Whiteboard offerings, followed by iPods and podcasting. Conference attendees also frequently mentioned that Heartbeeps, Elmo and Study Island software would be beneficial to DALLAS ISD.

Attendees most frequently recommended Smartboard technology and Podcasting as areas for future research as Instructional Technology department activities or initiatives. Attendees also expressed an interest in online courses, classroom computer and projector systems, and Vista. Respondents wanted more equipment and training in these areas. 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 DALLAS ISD, teachers most frequently cited Podcasting and blogging, and

the replacement of textbooks with laptops for each student. The 69 respondents listed 36 specific websites and several website content areas as being potentially useful additions to the Instructional Technology department website as hyper-links.

SUMMARY and RECOMMENDATIONS

The DALLAS ISD Instructional Technology department used grant monies to fund 10 technology programs needed in the district during the 2006-2007 school year. Grant funding supported nine new teachers as they completed projects for the BTI. The grant funded a technologist and counselor for the Catholic Diocese 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 Dallas ISD Online website.

The Scholastic READ 180 program used grant funds to implement the program at 22 schools. Six of those schools did not implement the program.

In 2003-2004, Dallas ISD issued more than 9,000 laptops to teachers and media specialists under the TLP. In 2006-2007, 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.

The Interactive Video Conferencing program delivered 31 video conferencing carts to schools in 2006-2007.

The TOP program provided more than 2,100 donated computers to Dallas ISD students through the CAST component of the program. The CFC component distributed 3,000 computers to schools for classroom use.

The grant provided funding to support seven third and fourth grade Dallas ISD 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 2006-2007, the grant provided funding for 93 teacher technologists to attend the 27th Anniversary Convention & Exposition 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 under one administrative roof for grant purposes. This grant is structured 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 training. 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 continues to suffer from an incomplete implementation within the district (p.11). Although 22 schools were identified as READ 180 schools in 2006-2007, six schools did not implement the program. Principals and other leaders need to take steps to ensure that teachers fully implement READ 180 into classrooms. An alternative would be to remove READ 180 funds from the incompletely implementing schools and disburse them to schools that would use the funding to properly implement the program.

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 (p. 12).

REFERENCES

<http://www.schoolloop.com/e-rate-what/> (Retrieved 06/14/2007)

IT. Instructional Technology Department, Dallas Independent School District. 2004.
http://www.Dallas ISD.org/inside_Dallas ISD/depts/instapps/index.htm.

TCEA. Texas Computer Education Association. 2005. <http://www.tcea.org>. (Retrieved 04/25/05)

www.atomiclearning.com (Retrieved 03/03/05)

Appendix A

TCEA Scholarship Program Survey Results

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

Freq Response

- 22 Smart Technologies Interactive Whiteboards
 - 8 E-Instruction
 - 6 Elmo Documents Camera
 - 5 Ipod Podcasting on a Mac
 - 5 Promethean Exhibit
 - 4 Quizdom
 - 3 Brain Pop, Jr.
 - 3 COW
 - 3 Gaggle.net (safe email for students)
 - 3 Heartbeeps
 - 3 Interwrite Pad
 - 3 Mimeo Virtual Whiteboard
 - 3 Study Island
 - 2 Adobe Creator
 - 2 Animation Master
 - 2 Camtasia
 - 2 Die cut maker
 - 2 ePals
 - 2 Epson Projection Units
 - 2 Google Earth
 - 2 Inspiration Data
 - 2 Knowledge Adventures - Reading/Math Readiness
 - 2 Learn Key Career Tracks (Independent online classes for teachers and students)
 - 2 Microgram Software
 - 2 Mobile Presenter
 - 2 netTrekker
 - 2 School Check-in System
 - 2 Smart Scentino Response Unit
 - 2 Smart Tablet
 - 2 TI Navigator
 - 2 Troxell
 - 2 Ultra Mini Computers
 - 2 Videotape virtual background program
 - 1 Cytek Chalkboards
 - 1 Texas Instruments Projector
- 3D Software
Acid Pro Software by Sony
Adobe Acrobat
Adobe Digital School
Animation and gaming creation software
Answers.com
Apple Learning Interchange 2007
Atomic Learning
Auralog's Tell Me More
AverKey
AverVision Portable Visual Presenter
Blackboard
Book Search
Brain Child
Classroom Connect
Clean Slate from Fortress Grand
Clickers/ classroom performance systems
Cosmic Blobs

CPS Chalkboard
Cutout maker 1800 by VariQuest
Digital Easel
Documents and Spreadsheets
Dreamweaver
Dreamweaver
Ducane Air Slate
Ducane XGA Data Projector
Earthwalk
Exam View Learning Series
Expo Mimeo
Fallect
Faronics
Final Cut Pro After Effects
Flash Pro
Fly Pen Pentop Computer
GradeQuick Web
GradeSpeed.net
Heavy Duty Laptops
HP Color Poster Maker
Interactive Power Point Remotes
Interwrite Board
I-Station
Jackson Software
Laser pen
Lexia
Master Animation
Math robot
Max Data
Microsoft Vista & Office 2007
Movie Studio by Sony
Nemio
NEO by Alpha Smart
On Your Own 2005
Ovation by Adobe
Overhead Camera
Photoshop Creative Suite
Plaque maker
Pricipalm
Questia
Read About
Reading Software
Real World of Math
Riverdeep
RMEasiteach software
Safari Montage Video on Demand
Science Web Cameras
Sidekick Battery Pack
Sony Media Software - Podcasting
Sony Vegas Video Editing Software
ST Math: EMSI
Swish Max
The Writer Learning System
Think Pad
Thinkmap's Visual Thesaurus
TI Cabri Jr.

TI Math pad
Tom Snyder Science Court Software
Turning Point
Vista
World Books Animal Book Series
Xyron 2500 Cold Laminator

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
4	Playing games in PowerPoint
3	Podcasting
3	Smart Board
3	TATN Shannon Folly & Nicole Murphy
3	Tips and Tricks for using Microsoft Word
2	Engaging and Motivating your Students with an Educational Blog
2	Erin Gruel
2	Flash Digital Media
2	Freedom Writers Workshop
2	Grant Writing Presentation
2	HP presentation on K-12 grant processes
2	Integrating the Advanced TEKS
2	Launching Creative Learning with Kidspiration and Inspiration
2	McMurray University Librarians' "Murder in the Library"
2	Office 2007 & MS Vista
2	Podcasting & Carrollton/FB use of it
	#7287 Everyone Has a Story to Tell
	#7477 Copwrite Considerations for Digital Resources
	#7484 Librarians and Technology Specialists Collaborate for Student Success
	#7765 Composing with Adobe After Effects
	A Unique Direction with Technology
	Adobe Final Cut Pro
	Adobe iMovie in the Classroom
	Adobe Workshop
	Alternative to PowerPoint - Open source Photo Story
	Animating in the Future
	Applying Math Skills to Solve Real World Problems that Assess TEKS
	Bringing Authors into Your Classroom
	Build an Automated Classroom
	Classroom Blogging
	Clicker 5, Teaching Math with Excel
	Collaborate for Student Success
	Complete individual campus websites
	Digital Media Academy
	E-Instruction
	Enhancing PowerPoint Presentations
	Final Cut Pro
	Free Higher Order Thinking Websites
	Fun, New Free Ideas and Services via the Internet
	Global Voices using Podcasting and VOIP
	Going Paperless campus wide
	High School video editing and digital graphics
	Historical Oral History presented with PowerPoint
	Internet resources for Math Teachers
	ITS: Podcasting and Ipods in ESL Classroom
	KidPix Is Not Just Drawing

Kisdpiration Innovative Lessons
 Lexia
 Librarians and Tech Spec
 Librarians SIG Group
 Magic of Television at Your Campus
 Making Documentaries
 Multimedia Presentation Software
 On with the Show - Streaming Video
 Podcasting by Northwest ISD
 Projects for After School Computer Camps
 Psst! What's Going On In There?
 Question
 Real World Math
 Receptive Teaching: Gary Stager at Pepperdine
 Sending your PowerPoint into the Next Dimension: Producer
 Tammy Worcester Academic Superstore
 TEA Certification
 TeachingBooks .net
 Tech Round Table Sessions
 Technology Apps Teacher Network
 Technology Integration 101
 The Closing Speaker
 The First General Session Speaker
 Tom Snyder
 TRS Pension Facts
 Using Photoshop
 We Are Teachers and TCEA Launching a New Era in Teaching and Learning
 Webcams
 What? Only One Computer and One Projector
 What's Up with My Projector
 Writing a Math Book in PowerPoint

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

Freq	Response
5	Smartboard and the classroom teacher.
4	Podcasting
2	Demonstration of TeachingBooks.net to bring authors into the classroom or teachers
2	Heartbeeps online TAKS program
2	Using PowerPoint and Photostory to create fantastic multimedia projects.
	ABCs of Technology Integration: Primary Ideas for Primary Teachers
	Access
	Cliciker5
	Cool distance learning activities between schools
	Creating a web page with Coffee Cup
	Creating computer games.
	Curriculum Integration
	Deploying Microsoft
	Digital Storytelling
	Digital storytelling
	E-Instruction
	Exploring DISD databases including Gale, and Dallink
	Extreme Library Makeover
	Flash
	Free Intel Higher Order Thinking project based web site. How to create a math book with PowerPoint.
	How to create games with PowerPoint.

- Integrating PowerPoint with video clips and digital photographs.
 - Interactive Engagement
 - Keyboard Shortcuts
 - Libraries and Teacher Techs and Teachers collaborate for Student Success
 - Making Movies with free software
 - Nonlinear PowerPoint
 - Photostory
 - Power Point
 - Present "Our Hero"
 - Quick and Easy Computer Activities for Kids
 - Schwab Learning Products and Services
 - Springing Multimedia
 - Streaming Video
 - Summarize Stager's presentation on authentic integration of technology in the classroom.
 - TATN Event
 - Technology Integration
 - The importance of using technology for helping our students improve Reading, writing, ss, sci, etc.
 - Tips and Tricks for PC
 - Use of databases.
 - Use of movies/documentaries for research projects.
 - Windows Moviemaker
 - Working with Novell. Using file sharing.
4. Name a product, service or training presented at the conference from which you believe DISD would benefit.
- | Freq | Response |
|------|---|
| 9 | SMART Boards |
| 4 | Apple iPod and podcasting |
| 4 | Heartbeeps |
| 3 | Elmo and other products that replace overhead projectors |
| 3 | Study Island |
| 2 | All DMA training sessions |
| 2 | Brain Pops |
| 2 | E-Instruction |
| 2 | Gaggle.net |
| 2 | Promethean |
| 2 | Real World Math |
| 2 | Smart Technologies interactive response system. |
| | RMEasiteach software |
| | #7025 Phishing for Worms-Why is my computer so slow |
| | 1 to 1 Lessons - Interactive Whiteboard with student-held devices |
| | A Marriage Made in the Classroom: United Streaming and PowerPoint |
| | Adobe Photoshop C ³ |
| | AT&T Technology Trends in Education |
| | Audience Response System |
| | Aver Vision 130 Portable Document Cameras |
| | Clicker5 |
| | Coffee Cup free software |
| | Computer aided die cut machine |
| | CPS Chalkboards by eInstruction |
| | Districtwide access to United Streaming Video on demand |
| | Document camera for every classroom |
| | Dreamweaver |
| | EarthWalk Technology |
| | ePals Student Email system |

In Focus projectors
 Innovative ways to use games.
 Inspiration/Kidspiration
 InterWrite School Pad
 iPod program used at Carrollton/Farmers Branch
 iPods for various curricula
 Lab license for Adobe Digital School software
 Learn Key Inc. Self Paced Training
 Lexia
 Mac Imovie
 Make awards/plaques for achievements in a flash.
 Mimeo white board
 More projectors for classrooms
 Myteacherpages.com
 Plaquemaker
 Podcasting 101
 Quizdom
 Read About AND On Your Own 2005
 Region XI's podcasting system, including equipment and training
 Scholastic Keys Max Data
 Smartboard tablet and projection device
 Software that tracks student learning
 Systematic classroom gradebook/lesson planner/attendance which auto submits to things like stusys
 Tell Me More language program
 The tiny computers in place of laptops or towers
 TI Cabri Jr.
 TurningPoint Technology: uses PPT interactively
 UT TeleCampus
 Video Conferencing carts.
 Video Morning announcements
 Wireless equipped portable PCs
www.dell.com/K12/Teach Know

5. The conference slogan was ***Into the Next Dimension***. 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
 8 SmartBoard Interactive Whiteboard system
 7 Podcasting
 2 Online courses
 2 Provide all classrooms with up-to-date computer system, including projector
 2 Vista differences from Windows XP
 1 to 1 computing
 Apple laptop, camera and microscope
 Apple Learning Interchange 2007
 Better access to technology including more computers and Infocus projectors
 Blogging
 Clay Animation
 Clicker5 software for the libraries
 Create websites
 Creating Library web pages
 Creative Commons
 Digital video/digital storytelling
 Distance learning and Smartboards
 Distance learning labs permanently installed
 Districtwide grade book program that puts grades automatically into report cards

Enhance Technology Department with materials, resources and funding
 ePals Classroom Exchange
 Equip all classrooms with the internet
 Extensive training on the use of available databases
 Game competitions between schools
 GradeQuick
 Grants and funding to incorporate tools and equipment used to facilitate learning, especially technology classrooms
 How to deal with slow networks
 ID badge maker
 Incorporate technology into all subject areas
 Interactive technology
 Interwrite products
 iPods for bilingual classrooms
 Java programming
 Laptop Immersion with good tech support
 Mandatory staff computer training/troubleshooting for the classroom teacher
 Media classes in middle school
 Memio Whiteboard
 Mobile Presenter BT tables if no Smartboards are available
 More and better levels of software training
 More collaboration with other techs to help implement TEKS and TAKS
 More research into cost efficient, easiest to use technologies to present lessons
 More technology integration into the curriculum and library programs
 Mounted Infocus projectors for all classrooms with CPS chalkboards if we do not get mounted projectors
 Multimedia
 New extra small laptops with school pad and projectors
 New version of Kidspiration and Inspiration
 Office 2007
 pads
 Palm Pilots with scanners for every teacher and scannable ID cards for every student
 PowerPoint for projects
 Provide Smartboards and training for attendees
 Provide training and documentation cameras for attendees as incentives
 Read About program to address special needs students
 Real World Math
 Research in helping teachers prepare instruction that makes learning student centered would be beneficial
 Safe email
 Safe way for students to participate in discussion groups/blogs
 Scannable ID cards for elementary students to record attendance and lunch
 Smart technology for labs and libraries
 Student Television
 Take care of Internet problems
 Teacher blogs
 Timely introduction of technology into classrooms
 Up-to-date computers and other technology in the media centers
 Video editing
 Video iPod technology
 Video programming
 Videoconferencing capability
 Visual Basic

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

Freq Response

- 4 Podcasting
- 3 1:1 laptop student distribution instead of textbooks
- 3 Blogging
- 2 Building websites with Captivate
- 2 E-Instruction
- 2 FB supplies ESL students with iPods
- 2 Red Hot Excel
- 2 Richardson ISD Math partnership with TI
- 2 Summer technology camps
- 2 Video Ipod: San Marcos CISD
- 1 Funding teacher technologists at every campus
- 1 Laptop immersion
 - #7010 Use Your Website
 - 1:1 PDAs for elementary students
 - A Unique Direction with Technology
 - After school Elementary Tech Clubs: Houston ISD
 - Alief School District changed all middle school computer labs into TAKS tutoring labs.
 - No more Tech Apps classes.
 - Anti-virus freeware: Humble ISD
 - Campus level computer summer camps
 - Carrollton/FB's multi-media carts for each grade level
 - Denton ISD has moved from Novell to Microsoft
 - Designing an automated classroom for under \$50
 - Each campus should have a website
 - Ector County ISD has a 5 year-year computer refresh cycle to keep computers current, including classroom computers
 - Flight Manual: A Video Handbook for 6th Grade
 - GradeQuick
 - Learn Key training
 - Lexia
 - Lovejoy ISD's integration of technology into classrooms
 - Noodeling
 - On Fridays, teachers quiz each other's classes using distance learning, followed by team teaching.
 - Online sessions, especially Pasadena ISD's Sailon
 - Paperless forms and communication
 - Promethean Learning System
 - Robotics
 - Robotics
 - Rockwall's focus projectors training
 - RSS feed from the superintendent
 - Smartboards
 - Specific folders on district networks for sharing information by department
 - St. Paul John #
 - Standardize all computers to Microsoft Office
 - Student Television
 - Study Island
 - Summer technology camps
 - TATN Workshops
 - Teacher web pages
 - Using Audacity: Irving ISD
 - Using scanners to do technology equipment inventory
 - Video Editing
 - Video morning announcements
 - Virtual field trips
 - What's Up with the Projector in my Classroom

Ysleta and El Paso's library automation and web access

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
4	Smartboard
3	www.ccisd.net/dept_05/technology/itech_pres.html
2	tcea2007.wetpaint.com
2	www.starfall.com
2	www.techappsnetwork.net .org?
	Blogger
	cfbstaff.cfbisd.edu/beyond4walls
	cfbstaff.cfbisd.edu/tcea
	Dallas ISD IT website
	document camera
	education.ti.com
	Elmo
	Gaggle
	kid's connection
	learningkids.com
	librarians.answers.com
	Nettrekker
	owww.onlineprojects4teachers.com
	science Friday
	teacher.scholaristic.com
	teachers.com
	Teaching Books
	We Are Teachers
	www.atomiclearning.com
	www.cilc.org/
	www.claytonwallace.com/actions
	www.coffeecup.com
	www.expomarkers.com
	www.forteachers.org follow to trakstar
	www.gamequarium.com
	www.ipics.net
	www.irvingisd.net/good/podcast/news.htm
	www.learnkey.com/elearning
	www.lil-fingers.com
	www.photostory3.com
	www.pppst.com/index.html
	www.puzzles.com/products/rushhour/rushhourapp.htm
	www.quizdom.com
	www.readwritethink.org
	www.setgame.com
	www.symantec.com/about/news/podcasts/index.jsp
	www.tcapps.net
	www.thecreative educator.com
	www.todaysteacher.com/digital_storytelling.htm
	www.toolsforteachers.com
	www.track.uttelecampus.org
	www.twice.cc/
	www.wikispaces.com