EVALUATION OF THE 2004-2005
TITLE II, PART D, ENHANCING EDUCATION THROUGH TECHNOLOGY PROGRAM GRANT
REIS05-159-2

DIVISION OF EVALUATION
AND ACCOUNTABILITY

Michael Hinojosa, Ed.D. General Superintendent
Dallas Independent School District

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

REIS05-183-2

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Dallas, Texas
August 2005
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EVALUATION OF THE TITLE II, PART D, ENHANCING EDUCATION THROUGH TECHNOLOGY PROGRAM GRANT

Evaluator:  Michael D. Lucas

Abstract

This evaluation examined the implementation of the Title II, Part D, Enhancing Education Through Technology grant program during the 2004-2005 school year.

- In 2004-2005, 12 teachers received stipends for successfully completing the requirements of the Beginning Teacher Institute.

- The Password Fees/Focus program was an interactive online training system that provided new teachers with an overview of expectations and best practices.

- The grant financed hardware and software improvements to the Scholastic READ 180 program. The upgrade did not affect the curriculum.

- In 2004-2005, grant funding supported the first year of operation and implementation of the more than 9,000 laptops issued in 2003-2004.

- The grant funded Masters Across Technology program participants to complete coursework toward a Master's degree from the University of North Texas.

- The grant funded support for the new middle school Computer Literacy curriculum in 2004-2005.

- Blackboard Incorporated provides a variety of educational software and services nationwide. In 2004-2005, five DISD departments fielded 74 professional development courses via Blackboard.

- The Technology Outreach Program (TOP) was composed of Connect-A-Student to Technology (CAST) and Computers for Classrooms (CFC). CAST provided donated computers to students' homes. CFC provided over 1,200 donated computers for classroom use across the district.

- The grant funded two technology consultants to provide highly skilled and specialized support to Bryan Adams and A. Maceo Smith high schools.

- The grant funded training for district teachers on the use of hand-held technology delivered on-demand on line 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 2005.

- The Distance Learning Program received grant funds to help provide interactive classes, teleconferences and electronic field trips via the district's cable channels: 2B, 5B, 7B, 9B and 12B.
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 2004-2005 school year. The grant provided $1,496,517 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, 2004, through June 30, 2005. The IT department applied the funding to 14 major program areas within the district: (a) the Beginning Teacher Institute (BTI), (b) FOCUS/Password Fees, (c) The Dallas Institute for Urban Leadership Website, (d) Read 180, (e) the Teacher Laptop Program (TLP), (f) the Masters Across Technology (MAT) tuition program, (g) New Horizons training classes, (h) the Computer Literacy Revision program, (i) the Blackboard Project, (j) Technology Outreach, (k) Campus Technology Consultants, (l) Atomic Learning, (m) Texas Computer Education Association (TCEA) Scholarships, and the (n) Distance Learning program. 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 supports the new three-year 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 New Teacher Initiative. 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 2004-2005, 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.

**FOCUS/Password Fee Program.** This initiative provides new teachers with online access to training and support services designed for new teachers through a process called e-School. In 2004-2005, the grant primarily paid the fees for personal identification numbers facilitating teacher access to the FOCUS program.

**Dallas Institute for Urban Leadership Website.** This was an initiative to fund further website development for the Dallas Institute for Urban Leadership using Blackboard technology.

**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 2004-2005, 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 1 Technology Proficiency test. The program also began to develop a Level 2 proficiency test that will require more advanced skills than the present Level 1 proficiency test. The Level 2 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 2004-2005 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 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 about 20 teachers to take three courses within the program during the 2004-2005 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.

Computer Literacy Revision (Computer Applications). In 2003-2004, DISD developed a new curriculum for the required semester in Computer Literacy class in middle school. In 2004-2005, funding was provided to the developers of the curriculum to support the first year of implementation.

Blackboard Project. Blackboard is online software used to support teaching and training in several DISD programs. DISD provided online Professional Development courses for district teachers and other educators. The grant paid for personal identification numbers necessary for access to supported programs.

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

Campus Technology Consultants. The grant provided funding for one full-time technology consultant at Bryan Adams High School and a second at Molina High School. This was the second year consultants were funded at these schools. The consultants provided technical training and services to the staff and faculty of the schools they served.
**Atomic Learning.** This is a subscription-based online training provider. DISD subscribed to training in hand-held technology for district employees. The grant funded personal identification numbers necessary for DISD teachers 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 DISD Teacher Technologists and technology staff members to attend the Anniversary Convention & Exposition meeting held in Austin, Texas February 7-11, 2005. The scholarship program provided $325 per person to help defray registration, hotel, and other costs.

**Distance Learning Program.** This initiative provides stipends for teachers teaching in distance learning courses.
MAJOR EVALUATION QUESTIONS AND RESULTS

Methodology. This evaluation reports on the activities of 14 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. In 2004-2005, 12 teachers participated as the BTI focused 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 2004-2005 school year.

Table 1

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<tr>
<th>Campus</th>
<th>Project Title</th>
<th>Student Grade</th>
<th>Project Synopsis</th>
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<tbody>
<tr>
<td>Stevens Park Elementary</td>
<td>A Peek at the Future</td>
<td>Sixth Grade Mathematics</td>
<td>Students researched their dream home. Then students developed a monthly budget appropriate to their choice using Microsoft Works Suite.</td>
</tr>
<tr>
<td>Stevens Park Elementary</td>
<td>Teaching Children to Research and Write Papers using Kidspiration</td>
<td>Sixth Grade</td>
<td>Students prepared a research paper using Kidspiration. Students selected topics from among a list encompassing the fields of science, math and social studies.</td>
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<tr>
<th>Campus</th>
<th>Project Title</th>
<th>Student Grade</th>
<th>Project Synopsis</th>
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<tr>
<td>Vickery Meadows Elementary</td>
<td>Parent-Child Invitation Program: Vickery Meadows Elementary Kinder C</td>
<td>Kindergarten</td>
<td>Students learned basic computer skills while developing personal invitations to different occasions. Students then presented their work to the school.</td>
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<tr>
<td>Kramer Elementary</td>
<td>Discovering the World of Animals¹</td>
<td>Second Grade</td>
<td>Students wrote a detailed research paper on the animal of their choice, and presented it to parents. The research included Dallas Zoo field trips, Internet research and organizing findings along scientific classification lines.</td>
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<tr>
<td>George Peabody Elementary</td>
<td>Around the World in Six Weeks</td>
<td>Third Grade</td>
<td>Five groups of students researched, developed and presented summaries of the culture of one of five countries. Research included Internet searches for pictures and information on geography, lifestyle, education, religion government and the economic system.</td>
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<td>Casa View Elementary</td>
<td>Farm Animals Through the Eyes of a Kindergartner</td>
<td>Kindergarten</td>
<td>Students combined field trips and Internet searches to learn about animals. Students learned to categorize animals. Each student prepared a book of his or her findings.</td>
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<tr>
<td>J.J. Rhoads Elementary</td>
<td>Festival of Lights Celebrations</td>
<td>Kindergarten</td>
<td>Students learned about various cultural traditions surrounding celebrations around the world. The teacher navigated the Internet as students watched, introducing students to cultural practices.</td>
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<tr>
<td>F.P. Caillet Elementary</td>
<td>Exploring Animals</td>
<td>First Grade</td>
<td>Students completed a project studying animals. Students used Excel and the Internet as they developed their topics.</td>
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<tr>
<td>Bales Elementary</td>
<td>Virtual Pre-K at Bayles</td>
<td>Pre-kindergarten</td>
<td>Students made a film connecting school, home and technology with their class work. The film required students to use a camera, a computer and the internet.</td>
</tr>
<tr>
<td>Charles A. Gill</td>
<td>Fabrics: Origin, Types and Uses</td>
<td>Bilingual Kindergarten</td>
<td>Students learned about fabrics by examining a variety of materials. Students made jackets from paper bags and decorated them using other fabrics.</td>
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¹ Two BTI teachers collaborated on this project
2.2 What was the effectiveness of the technology contribution to the Password Fees/Focus program?

eSchool® Online is a division of Classroom Connected Incorporated, a Harcourt Education company. eSchool® Online developed the Focus program, a nationwide program that is customized specifically to fit the needs of each client school district, including DISD. District training professionals played a key role in the development of the Focus program. The program is an interactive online training system designed to provide new teachers with an overview of best practices in teaching and a clear understanding of district expectations during their first year with the district. The program utilizes two CD ROM diskettes and also features an online component. In 2004-2005, the grant primarily paid the fees for Personal Identification Numbers (PIN) facilitating DISD teacher access to the Focus program.

The diskettes house an introduction to the program and six training modules. The online portion of the program requires teachers to keep a journal as they train, to participate in ongoing surveys and to provide feedback about their training program and their needs. Combining a workstation-based component (the CDs) with an Internet-based recording and reporting component allowed DISD and eSchool® Online to capture important feedback about the program in real-time as teachers progressed through the modules. Administrators monitored teachers’ progress and provided direction, support, and encouragement throughout the critical first year.

Each year, eSchool® Online surveyed DISD Focus program participants who completed 80% or more of the course material. Survey results were tabulated cumulatively, thus 2004-2005 results were not available separately. To date, 2,236 surveys have been returned. eSchool® Online reported the following results to the district:

- 86% of the respondents agreed or strongly agreed that the “content was relevant and useful to them as teachers.”
- 90% of the respondents agreed or strongly agreed that “important ideas and principles were made clear to them” throughout the series.
- 76% found the format of the series “engaging.”
- 90% felt that the series enabled them to identify useful district and state resources that could support them as professionals.
• 84% felt that the glossary section within the series enabled them to understand the acronyms and vocabulary used in the district.

• 85% felt that the use of classroom management tools and strategies, as modeled, were clear.

• 88% felt that the video was appropriate to the content of the series.

• 89% felt that a series that can be completed at home is an effective way to deliver professional development.

2.3 What was the effectiveness of the grant’s contribution to the Dallas Institute for Urban Leadership Website program?

Program management changed during 2004-2005 and there was no activity on this initiative. The new program management is actively evaluating this initiative and planning for 2005-2006 to further the goals and intent of the initiative.

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

The Scholastic READ 180 program is a secondary school reading intervention program used by the district. Two middle schools (Anderson and Hood) and 12 high schools (Jefferson, Kimball, Lincoln, Molina, Pinkston, Roosevelt, Samuell, Skyline, South Oak Cliff, Spruce, Sunset and Seagoville) 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 2004.

The READ 180 curriculum focused on developing decoding, common word recognition, and fluency 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 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 to the Station C, the most recent version. The upgrade did not present a change in curriculum; instead, it incorporated functional improvements into the operational characteristics of the software. The software functioned more smoothly and effectively. Money from the grant also purchased a few headsets to replace damaged and worn units.

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 2004-2005 were insufficient to include critically needed hardware upgrades. Remaining problems centered on connectivity with some schools’ network hubs that were beyond the ability of the present funding levels to address. These infrastructure-based problems were most severe at Spruce, North Dallas, Molina, and Samuell high schools. At all host schools, but especially these four schools, network outages and conflicts continued to hamper the ability of teachers and students to gain access to the instructional software housed in the building hub. The upgraded software provided an important improvement, but READ 180 classrooms continued to be hampered by difficulties associated with local area networks. When the curriculum software was unavailable due to network problems, teachers pressed on by adapting techniques used in the teacher-led rotation to fill the gaps created by the lost connection to the computer-aided portion of the curriculum.
2.5 What was the effectiveness of the Teacher Laptop Program?

In 2003-2004, 9,432 teachers and media specialists received laptops for lesson planning, grade book maintenance, and general classroom use. The 2004-2005 funding was to support the first year of operation and implementation, as well as training and providing laptops for new teachers, and those who did not receive a laptop in 2003-2004. The Technology Department randomly surveyed 100 laptop recipients selected from elementary and secondary schools in the spring of 2005. Fifty responded to the survey, a response rate of 50%.

Most respondents (83.7%) had been teaching in DISD for more than 10 years. Respondents were fairly evenly distributed throughout K-12. Self-contained elementary was the most heavily represented curricular area, accounting for 26.5% of respondents, followed by language arts (22.4%) and social studies (20.4%). Ninety-four percent (94%) of respondents reported using their laptops for word processing and 83.7% used it for lesson planning. Other high frequency uses included Internet research and e-mail (75.5% each). Relatively few respondents used their laptops for grade/attendance reporting (38.8%), parent communications (32.7%), multimedia activities (30.6%), or desktop publishing (26.5%). When asked what the best features of the laptop program were, more than half (54%) cited either the availability of a computer, or the convenience of having a laptop as compared to a desk-top model.

The low utilization of laptops for grade and attendance reporting probably points to a need for additional spreadsheet training opportunities for teachers. In the spring of 2005, the Technology Department developed and began testing a new course called Level II Technology Pedagogy ConNEXTion (TPC). The TPC course focused on further integrating the curriculum with technology. The course utilized a professional development website, PDPoint, by SchoolKit International. When testing is completed, teachers will access training modules from their laptops. Training modules will include advanced training in Word, PowerPoint and Excel. These applications are a part of the Microsoft Office suite of application software. Interested readers may visit http://www.schoolkit.com for more information about SchoolKit International and its products.
The teachers’ laptops were not equipped with Microsoft Office. They were 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 SchoolKit training program. This is an area the Technology Department will want to monitor very carefully to ensure that the potential of the TPC program is fully realized.

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

Program Goals. DISD teachers must take 36 semester hours to complete the University of North Texas program designed to help teachers meet the State Board for Educator Certification (SBEC) Technology Certificate requirements. Completing the program will prepare teachers to take the Texas Examinations for Master Teachers (TexMaT) test necessary for Master Teacher designation. Successful completion of the prescribed coursework earns teachers a Computer Education and Cognitive Systems (CECS) master’s degree, Teaching and Learning with Technology. Teachers completing the curriculum are eligible to take the Technology Applications Early Childhood-8 certification examination. There are 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 be accepted to the UNT Toulouse School of Graduate Studies and successfully complete the first four courses under the Technology Application Certification Program (TACP) with a grade of B or better. Program participants must complete 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 in cohorts. 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 will complete coursework in 2005-2006.

In fall, 2004, there were 20 students active in the program. All 20 successfully completed the semester. Normally, students were reimbursed if they earned a grade of B or better. This semester, students took a course called Instructional Design (CECS 5210). Because of the complexity and difficulty of the coursework, and because the course design required some unanticipated mid-semester clarification and adjustment by the course originator, students were reimbursed if they earned a grade of C or better. Tuition reimbursements totaled $16,511.01.

The 20 students from the fall continued through the spring, 2005 semester. All 20 students successfully complete their coursework with a grade of A or B. One student took an additional class and was reimbursed. Spring tuition reimbursements totaled $16,432.58. This successful program is expected to continue.

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 2004-2005, the grant funded 280 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.

2.8 What was the effectiveness of the Computer Literacy Program?

Computer Literacy Revision (Computer Applications): In 2003-2004, DISD developed a new curriculum for the required middle school class in Computer Literacy. In 2004-2005, developers of that curriculum received funds to support the first year of implementation. Improvements were also added to the Intranet site. These included:
• A message board was active to allow teachers to communicate in a closed forum.
• Current lessons underwent editing as suggestions were received from teachers.
• The district continued to add new lessons.
  o Teachers could submit suggestions for lessons via the Intranet site. These lessons were routed to a curriculum development editor. After collaboration between the teacher and the editor, the new lesson was posted with the current lessons. The district’s long-term plan is for this process to yield multiple lessons for specific skills.
• The district continued development of a searchable database so teachers could quickly find lessons that address specific TEKS items or skills.
• The district continued development of a searchable database from which teachers may draw questions to check student understanding of topics addressed in a specific lesson. These questions were similar to those found on the end of semester Assessment of Course Progress (ACP).

2.9 What was the effectiveness of the Blackboard program?
Blackboard Incorporated provides educational software to individuals, businesses and schools nationwide. The Blackboard Academic Suite software is geared to public school systems, and was the system to which DISD subscribed in 2004-2005. This was the second year DISD subscribed for services with Blackboard. The first year, 2003-2004, was devoted to developing district-specific training applications suitable for the Blackboard environment. 2004-2005 was the first year of implementation. 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.

In 2004-2005, DISD subscribed for 5,000 users and 20 gigabytes of server space. Five departments - Information Technology, Alternative Certification, Professional Development, Special Education and Career and Technology Development - set up websites for training and
information dissemination on Blackboard. These 5 departments offered 74 professional development courses and 13 communication tool websites in 2004-2005. The courses offered were primarily text-based, and relied on the server only for interactive modules and housekeeping requirements. Text-based courses allowed more courses to be offered for the server space purchased. In the future, more fully interactive courses developed to maximize the benefits of web-based delivery systems may be offered.

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. Dallasisd Online could not be used to sign up for training or to apply for access to departmental websites. Potential users signed up through a department that sponsored an activity on the site. User IDs and passwords were authorized by each sponsoring department, and were issued by Information Technology at the sponsoring department’s direction. In 2004-2005 more than 1,771 users were issued passwords.

In 2005-2006 the number of users is expected to grow, as the benefits of the program become better known throughout the district. According to IT program management, the Blackboard project ran smoothly and the user departments were satisfied with the services provided. Several other departments have expressed interest in developing a training site in 2005-2006. These departments include Virtual High School, Career and Technical Education, Reading, Library Services and Business Systems Training and Support. Business Systems and Training Support is responsible for providing Oracle training within the district and was developing a course to be delivered on Blackboard that will qualify graduates as Certified Office Managers.

2.10 What was the effectiveness of the Technology Outreach Program?

The Technology Outreach Program (TOP) has two principal components. The first is Connect-A-Student-To-Technology (CAST). CAST enables students at selected schools to take donated refurbished computers home, thus introducing computer technology into many homes presently lacking access. The CAST program distributed more than 1,120 computers in
2004-2005. The computers were distributed equally among the 8 areas of DISD, with each area receiving 140 computers. In addition, the CAST program also supplied a number of homebound students with donated computers. The second component is Computers for Classrooms (CFC). This program increased the number of computers available to schools throughout the district. School officials acquired these computers by completing an application. The TOP program office evaluated equipment requests against a needs assessment on a first come, first served basis. This equipment was not refurbished and was donated on an as-is basis. Schools assumed responsibility for installation, maintenance, and software. CFC distributed approximately 291 computers to 13 schools: Cowart, Callet, Atwell, Johnston, Jefferson, Hotchkiss, White, Hexter, Zaragoza, Chavez, Fannin, Lincoln and Peeler. The program also helped locate or provide computers needed for computer labs.

In addition to these programs, TOP provided opportunities for district students taking technical classes to volunteer as helpers with Technology Outreach technicians during the summer and the school year. These interns assisted district technicians, acquiring hands-on experience. Students at Skyline, Townview and Madison participated in 2004-2005. Students in the Sunset High School Sunset A+ class refurbished some of the computers donated to TOP.

TOP partnered with DISD’s Dropout Prevention Program to provide computers as incentives for students to graduate. TOP developed partnerships where various governmental agencies, post-secondary educational institutions, corporations and individuals donate computers and associated peripherals.

2.11 What was the effectiveness of the Campus Technology Consultant Program?

General. Contract technologists were assigned to Bryan Adams and A. Maceo Smith High Schools. These technologists provided technical services throughout the school year. The following were extracted from the Technology Consultants’ year-end reports for the schools served.
BRYAN ADAMS HIGH SCHOOL

Curriculum Integration

- The technologist assembled and maintained a mobile laptop cart equipped with 20 laptops loaded with *Texas Assessment of Knowledge and Skills (TAKS)* tutorial software. Students were able to go to the library two mornings a week to prepare for the TAKS utilizing this software.

- Students used laptops to research information need to complete required English research papers.

- Students of two career connections teachers used the cart to research job opportunities and employment information.

- The technologist worked with Bryan Adams’ Functional Life Skills (FLS) class, a special education class, on a project to help students learn to locate and recognize familiar signs. Students used digital cameras and photo editing software to create maps of the community with pictures of the signs.

Teacher Training

- The technologist tutored new teachers for the Level 1 Technology Proficiency test required to qualify for a district supplied laptop. All but four teachers had completed this task at the end of 2004-2005.

- The technologist worked with the teachers as they incorporated their district laptops into classroom activities. Teachers were taught how to use projectors and televisions to present Star Office presentations in place of using conventional overheads and hand-written notes.

- The technologist trained each department head on Oasis. The technologist also participated in departmental Oasis training to prepare teachers to switch to the Oasis system for their classroom record keeping.

- Teachers sharply increased their usage of GroupWise e-mail. The technologist created a local address book for the school to use, and department heads began using e-mail to notify their departments of meetings and important information.
Most campus communication was being conducted electronically by the end of 2004-2005.

Campus Troubleshooting

- The technologist was on call throughout the day to service any computer or network related problems that arose.
- The technologist developed a trouble report form that teachers e-mailed or filled out in the main office. Trouble reports were then entered into a log and were serviced in the order received. If the problem was beyond local maintenance capability, the technologist opened a service ticket with the district’s Technical Assistance Center (TAC).
- The technologist was responsible for networking stand-alone printers, re-imaging computers, and fixing local networking problems.
- The technologist developed and maintained an accurate inventory of the campus’ computer resources.
- The technologist served as a campus technical advisor concerning technology-related purchases.
- The technologist assisted with the implementation of the Fast Forward program in Bryan Adams’ special education department. This involved installing the appropriate software and setting up wireless access points and network printers.
- The consultant consulted with the Lexmark/Kinko’s representative to prepare for hardware installations necessary to support the district’s selection of Lexmark/Kinko as the primary supplier of outside copying and other office services.

A. MACEO SMITH HIGH SCHOOL

Curriculum Integration

- The technologist assisted teachers and students with numerous Internet-based research projects for English and Social Studies classes.
• The consultant worked with faculty and students to create the Wordsmith website to highlight student writing, http://www.amaceosmith.org/wdhome.htm.

Teacher Training

• The technologist provided training on GroupWise, PowerPoint, Excel, and district intranet use.

• Department heads and other administrators received additional training on GroupWise address books and calendars.

• The consultant provided ongoing training and support for Oracle, Oasis, Encore, Fast Forward, and the Delta Student System

• Teachers received individual training on how to effectively present material using PowerPoint and projectors.

Campus Support

• The technologist assisted teachers, administrators, and students with technical problems throughout the year. Problems included issues with printers, Internet connectivity, workstation performance, and software related difficulties.

• Smith received 75 new computers in 2004-2005. Many of the old machines were redeployed into a new lab, with the remainder going to classrooms. All of these machines were re-imaged with appropriate software, and were networked as needed.

• The technologist maintained the school website (http://www.dallasisd.org/schools/hs/amsmith), and updated it on a regular basis. The website was expanded to provide areas for teacher and parent information.

• The technologist assisted Smith’s principal and other staff to produce the school’s magazine.

• The technologist developed electronic versions of commonly used forms to facilitate common campus-level administrative activities.

• The technologist managed the issuing of ID cards and prepared a web-based system to allow administrators and counselors access to current student photos.
• The technologist installed and maintained Fast Forward software in all of the Reconnection Center’s computers.

2.12 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 is a subscription-training program that familiarized teachers 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).

In an informal survey conducted by the program management, teachers reported the tutorials to be easy to use. One teacher focused on KidPix and PowerPoint lessons to help with classroom instruction. Lessons about how to perform mail merge functions facilitated personalizing form letters to parents and other stakeholders.

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

The TCEA scholarship program funded 104 teacher technologists to attend the 25th Anniversary Convention & Exposition meeting held in Austin, Texas, February 7-11, 2005.
Program management surveyed the attendees to learn what they found most helpful or innovative about the conference. Thirty-eight attendees responded to the survey for a 37% 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, a variety of handheld technology suppliers, and products by Adobe Acrobat. These same manufacturers were also mentioned frequently as being among those providing the best presentation of their products at the meeting. Also ranking high in the best presentation category were the general session speakers, especially Ron Clark, Disney Teacher of the Year.

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 database training or PowerPoint. Teachers were asked to list the product, service or training presented at the conference that could most benefit DISD. The leading responses to that question featured Smartboard or Whiteboard offerings. Palm, handheld and wireless technology; Alpha Smarts; Blackboard; eInstruction and Camtasia were also among the most frequently mentioned.

Wireless laptop computer labs and software or online activities keyed to TEKS or TAKS preparation were the items attendees recommended for future research as an Instructional Technology department activity or initiative. Attendees also expressed an interest in new audio/visual equipment and 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 recommended that both core teachers and TEKS objectives become fully integrated into computer lab activities. Robotics was also frequently cited. Several attendees mentioned Irving ISD’s technology integration with literacy skills through library based reading programs as being worth DISD’s consideration. The 38
respondents listed 18 different websites as being potentially useful additions to the Instructional Technology department website as links.

2.14 What was the effectiveness of the Distance Learning Program?

DISD promoted distance learning by providing interactive classes, teleconferences, and electronic field trips via the district’s cable channels: 2B, 5B, 7B, 9B and 12B. Distance learning instruction used interactive technologies to expand instructional offerings, strengthen curriculum, engage learning, and facilitate training and planning. Students could see, hear, and speak to teachers, students, and others who provided unique learning experiences. Distance Learning teachers were certified master level teachers. EdNet10 provided training in distance learning techniques. EdNet10 was a distance-learning consortium operated by Region 10 Educational Service Center. The grant provided stipends for teachers who facilitate distance-learning courses.

SUMMARY and RECOMMENDATIONS

Summary. The DISD Instructional Technology department used grant monies to fund 14 technology programs needed in the district during the 2004-2005 school year. Grant funding supported 12 new teachers on 9 elementary campuses as they completed projects for the BTI. The grant funded additional training for first-year DISD teachers through the Password Fees/Focus program. 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.

Although funds were set aside for the Dallas Institute for Urban Leadership Website program, program staffing changes ultimately resulted in no technology related activity in 2004-2005. This program did not expend grant funds.

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 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 2004-2005, 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.

Participants in the MAT program continued to make excellent progress toward their Master of Computer Education and Cognitive Systems degree at UNT. All 20 participants successfully completed the curriculum laid out for 2004-2005, and were expected to continue their degree plans for 2005-2006.

The grant funded 280 days of Microsoft applications training at New Horizons, a corporation that delivers training to Microsoft applications users nationwide.

The grant funded developers of the Computer Literacy Revision programs support for the new curriculum during its first year of full operation. The curriculum was revised in 2003-2004, and 2004-2005 was the first full year of operation. New and improved tools for delivering the program continued to be developed throughout the 2004-2005 school year.

Blackboard offers computer resources including memory, website shells and other components necessary for interactive Internet based training programs. The grant funded five DISD departments offering 74 professional development courses and 13 communication tools, such as message boards, utilizing Blackboard.

The Top program provided more than 1,120 donated computers to DISD students through the CAST component of the program. The CFC component distributed 291 computers to 13 schools for classroom use.

The grant funded two technology consultants to provide professional services to Bryan Adams and A. Maceo Smith High schools in 2004-2005. This was the second year these consultants were on-site at these schools.

The grant provided funding to support DISD teachers’ 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 25th 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.

The grant funded interactive classes, teleconferences and electronic field trips sponsored by the Distance Learning program. The offerings were delivered via the district’s cable channels.

The funds provided through the Title II, Part D, Enhancing Education Through Technology grant program were a crucial element allowing the Instructional Technology department to deliver critical services to teachers, media specialists and teacher technologists in 2004-2005.

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.
REFERENCES


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?

<table>
<thead>
<tr>
<th>Freq</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>E-Instruction Classroom Performance System</td>
</tr>
<tr>
<td>8</td>
<td>Interactive Whiteboards/Smartboards</td>
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<td>8</td>
<td>Wireless Handhelds</td>
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<td>6</td>
<td>Animation Software</td>
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<td>3</td>
<td>Adobe Software</td>
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<td>3</td>
<td>Leap Frog for Young Students</td>
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<td>2</td>
<td>Blackboard</td>
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<td>2</td>
<td>Data Projectors</td>
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<td>2</td>
<td>Follett Titlewise for Titlewave &amp; Library Software</td>
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<td>2</td>
<td>ID/palm</td>
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<td>2</td>
<td>Interactive Games, i.e. Learnstar, Gaggle.net</td>
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<td>2</td>
<td>Mobile Display Tablet</td>
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<td>2</td>
<td>Quizdom</td>
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<td>2</td>
<td>Video Production Studio in a suitcase sized container</td>
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<tr>
<td>1</td>
<td>Clicker 4 Reading &amp; Writing</td>
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<tr>
<td>1</td>
<td>Robotics</td>
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<td>1</td>
<td>Speech Recognition</td>
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<td>1</td>
<td>TAKS Testing</td>
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<td>1</td>
<td>A Final Cut presentation</td>
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<td>1</td>
<td>ACTIV board</td>
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<td>1</td>
<td>Adobe Creative Suite 2 Premium</td>
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<td>1</td>
<td>Adobe Photoshop Elements</td>
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<td>Adobe Premiere Elements</td>
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<td>AP Accuweather</td>
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<td>1</td>
<td>Apple IMacs</td>
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<td>Apple's Garage Band</td>
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<td>1</td>
<td>Apple's Garage Band</td>
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<tr>
<td>1</td>
<td>Attachments for the USB microscope</td>
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<td>1</td>
<td>Big6 Turbo Tools</td>
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<td>1</td>
<td>Connected Tech teacher guides</td>
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<td>1</td>
<td>Crick Software</td>
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<td>1</td>
<td>Dana</td>
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<td>1</td>
<td>Dreamweaver</td>
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<td>1</td>
<td>EduGame Interactive Classroom System (Eduware)</td>
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<td>1</td>
<td>Electronic Course Pilot</td>
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<tr>
<td>1</td>
<td>Excelsior Software's Pinnacle System</td>
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<tr>
<td>1</td>
<td>Gigantic Apple monitors</td>
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<tr>
<td>1</td>
<td>Handheld Attendance System</td>
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<td>1</td>
<td>ID badge</td>
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<tr>
<td>1</td>
<td>iLife</td>
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<tr>
<td>1</td>
<td>Inspiration software</td>
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<td>Intel</td>
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<tr>
<td>1</td>
<td>iPhoto</td>
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<tr>
<td>1</td>
<td>ipods</td>
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<tr>
<td>1</td>
<td>Kidspiration</td>
</tr>
<tr>
<td>1</td>
<td>Macromedia Captivate</td>
</tr>
</tbody>
</table>

(Item continues)
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
3  Speakers in the General Sessions
3  Using PowerPoint to Teach
2  Adobe Photoshop
2  Clay Animation by Cedar Hill
2  Digital graphics
2  Great Ideas for research projects for K-2
2  Keynotes
2  Projects with Pizzazz
2  Ron Clark
2  Teacher-generated video tutorials
1  Virtual Classrooms
1  5247 Classroom Technology for Students with Disabilities
1  All photo classes
1  Animation Master software
1  Appleworks
1  Be a Star in Your Own Adventure – PP
1  Big6 Turbo Tools
1  Blackboard
1  Create Engaged Learning Modules – activities geared for HOTS
1  Creating Web Graphics with Photoshop/ImageReady

(Item continues)
1. Disney Teacher of the Year Keynote Address
2. Distance Learning by Clint ISD
3. Getting Started in Grant Writing
4. Great Ideas for Improving Student Learning with Graphic Organizers (Gail Corder – Inspiration)
5. History US use CD
6. Hyperstudio
7. iMovie
8. iPhoto
9. Irving’s Laptop program
10. Is this really PowerPoint?
11. Know Your TRS Pension Facts
12. Master Tech certification – Region XI
13. Not ANOTHER Research Project! Help!
14. Palm/ID
15. Reinvint Your LMC
16. TEA update re: tying SBEC standards to ISTE standards
17. Tech Apps certification prep course – Region XI
18. Technology and Law in Schools
19. Technology Applications Teacher Network
20. Technology Applications Teacher Network
21. Technology Integration: Easy as ABC
22. Technology Teacher Competency
23. The ones about Flash as used in projects
25. UNT Laptop Survey
26. Video Editing Made Easy for the Library Media Specialist
27. Web mastering presentations
28. WebCT – online college courses
29. Wynn and other Special Ed Products

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

<table>
<thead>
<tr>
<th>Freq</th>
<th>Response</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>Data base training</td>
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<tr>
<td>2</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>1</td>
<td>Advanced software</td>
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<tr>
<td>1</td>
<td>Anything related to technology activities</td>
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<tr>
<td>1</td>
<td>Camtasia</td>
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<td>1</td>
<td>Camtasia Uses in the Classroom</td>
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<tr>
<td>1</td>
<td>Clay Animation using PowerPoint</td>
</tr>
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<td>1</td>
<td>Creating Online Tutorials on a Budget – Using Producer Distance Learning</td>
</tr>
<tr>
<td>1</td>
<td>Evaluating information on the Internet</td>
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<tr>
<td>1</td>
<td>Excel</td>
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<tr>
<td>1</td>
<td>Fireworks</td>
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<td>1</td>
<td>Flash</td>
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<tr>
<td>1</td>
<td>Gaggle Safe e-mail for students</td>
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<tr>
<td>1</td>
<td>Having students as young as Kindergarten use digital cameras and iPhoto for math patterns with</td>
</tr>
<tr>
<td>1</td>
<td>Help someone present interactive PowerPoint for student projects and lessons</td>
</tr>
<tr>
<td>1</td>
<td>How to start a student news broadcast on a limited budget</td>
</tr>
</tbody>
</table>

(Item continued)
(Item continued)
1. Inhouse Yearbook
1. Inspiration – Graphic Organizers for Everyone
1. IVC
1. K-2 Projects with Pizzazz
1. Kidspiration
1. Murder in the Library (library scavenger hunt)
1. Qwizdom Q5 Remote & Interactive Learning
1. Richardson ISD collaborative planning for Libraries
1. Search Engine Strategies
1. Technology based on TAKS
1. Technology Nights in Schools/Smartboards
1. Using a library website as a teacher & student tool
1. Using PowerPoint to Enhance Your Instruction
1. Web Mastering (Front Page)
1. Websites for Busy Teachers
1. Why? The district is allowing elementary schools to close half of the tech apps labs next year.
1. Word

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

Freq Response
7 Smartboards/Whiteboards
3 Palm technology
3 Qwizdom Q5 Remote & Interactive Learning
2 Alpha Smarts
2 Blackboard
2 Camtasia
2 E-Instruction
2 Mobile Computer Technology – Abandon books in favor of CDs or content delivered via a server.
2 United Streaming – digital video library
2 Video Production Studio in a suitcase sized container
1 Distance Learning
1 Virtual Classroom Instruction
1 Adobe Photo Elements
1 Apple Video Editing stations
1 Apple’s Garage Band
1 Big6 Turbo Tools
1 Database training
1 DVD editing and movie making equipment
1 Educational database to supplement the library
1 EduGame Interactive Classroom System (Eduware)
1 Element K
1 Gaggle.net
1 Handheld Textbook Scanners
1 Inspiration software
1 iPhoto
1 K-12 Teaching and Learning Center – http://www.k12tlc.com
1 Kidspiration
1 Leap Frog for Young Students

(Item continues)
5. The conference slogan was Let Technology Shine. 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
3  Software or Online activities keyed to TEKS/TAKS objectives
3  Wireless Laptop labs
2  Incorporate more training and new AV equipment and software
2  Other districts’ libraries have good websites for student research
2  Tool Factory Digital Photography system
1  Adobe Premiere Elements and Digital Camcorders
1  All schools wired for cable
1  All teachers should take Instructional Technology and Distance Learning classes before trying to
1  AlphaSmarts for everyone
1  Distance Learning for Professional Development
1  EduGame Interactive Classroom System (Eduware)
1  eInstruction
1  Electronic Course Pilot
1  Equitable Internet access
1  Equitable video capabilities
1  E-rate grant writing via Library Services
1  Full-time technologist that rotates into the classroom to model technology integration to the
1  Funding a technologist on every campus
1  Gaggle.net
1  Get rid of out date software and bring in more innovative offerings.  User Friendly is key.
1  Getting principals to realize that technology should not be cut back at the elementary level
1  Grant Writing
1  Handhelds like I-Paq, Dell Pocket PC
1  Humble ISD: Certificates of Completion for ongoing proficiency training
1  Humble ISD: Mandatory ongoing technology proficiency training
1  Incentives for technologists to model technology to teachers

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

Freq Response
2 Lewisville integrates core teachers, computer labs and TEKS
2 Robotics Contest
2 Technology and Literacy skills integrated into the library to promote reading programs – Irving
2 Wireless Whiteboards
1 Issuing Laptops
1 Bryan ISD’s 1 to 1 program
1 Clay Animation
1 Collaborative, cross-curricular lessons that integrate technological literacy, information literacy
1 DISD is on the cutting edge already
1 Empowering Struggling Readers
1 Grant Writing to offset budget cuts
1 Irving’s Laptop and technology programs
1 ITS Universal Technology Access
1 Many computer labs have Study Island and other programs running instead of just typing tutors
1 New student record database that teachers can access from their computer
1 North East ISD all libraries have a web page
1 Not Another Research Project!
1 Online grading system for students, parents and teachers.
1 Pairing classes for creative writing/technology presentations (K&4, 1&5, etc)
1 Pinnacle Plus (Excelsior Software) This is a step beyond what we have now.
1 Refer to http://www.dallasisd.org/inside_disd/depts/newti/resources.html for links

(Item continues)
Some schools use e-mail to correspond with students in other countries. Some students made digital and physical books of their schools and families to share abroad.

Students create and develop a digital portfolio throughout school career

SURWEB - Northeast ISD

Teachers all have ID/Palm information on students

Technologist only to support/integrate activities into the classroom

Technology instruction should be a required subject, just like math and science, not a rotation

Upgrade software and hardware

Week-long "Technology Boot Camp for Librarians and Teachers."

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

Districtwide subscription to Connected University and a schedule for required ongoing training.


http://matti.usu.edu/nlvm/mav/vlibrary.html

http://starfall.com/

http://www.kids.gov

http://www.raz-kids.com

http://www.school-libraries.org

http://www.senate.state.tx.us/kids

http://www.techappsnetwork.org

K-12 Teaching and Learning Center - http://www.k12tlc.com

Texas Connect

http://www.dell4k12.com

http://www.edcompas.com

www.fno.org From Now On, Educational Technology for Engaged Learning

www.hrw.com - Struggling Readers Website

http://www.iscienceproject.com

http://www.school-libraries.org