



# CECA Newsletter

Connecticut Educators Computer Association

Vol. XVI No. 4

## Betty Goyette Accepts CECA President's Award

Betty was awarded the CECA President's Award at the annual conference in November, and she wanted to share her acceptance with the CECA Membership.

I am greatly honored to receive this prestigious award from CECA. I am sincerely disappointed that my health prohibits me from being with you in person to receive it. Even more than that I am missing the opportunity to talk with many of you about the exciting activities going on in your schools. Conferences like this serve to motivate and invigorate all of us.

For many years I have had the privilege of working in an environment with opportunities to contribute to various programs, documents and policies that bring attention to the essential role that technology plays in providing high-quality educational experiences for all Connecticut students. It has been rewarding to see educational technology in current guiding documents like the *Common Core of Learning* and the *Common Core of Teaching* and that there is increased inclusion of educational technology in funding and state statutes. But all the state-sponsored guidelines and initiatives are starting points and have minimal impact unless they are put into practice by administrators and teachers

like you. The very best technology plans never completely fulfill their promise without the persistence, creativity and commitment of dedicated educators who are unwavering in their determination to provide the best technological resources for their students – to help each child achieve academic success and prepare each student to live and work in the 21<sup>st</sup> century. You are the ones who are really “making it happen.”

Connecticut as a state is making progress. Educational technology is now in the conversations and on the agenda of legislators, agency heads, and other decision-makers. With the development of a statewide network and the implementation of initiatives like iCONN, Connecticut's digital library, our state is making great strides toward enriching the educational experience of **all** learners – regardless of their economic or social status, geographic location or special needs. While technology has been transforming individual classrooms for many years, we are now at a point where we are beginning to see the potential for more systemic, equitable access to technology and

*Continued on p. 5*

### Table of Contents

Goyette Accepts	p. 1
Educator Award	p. 2
LOB Tech Expo	p. 2
Heads Up!	p. 3
ENC	p. 3
Digital Doxen	p. 4
Technology Grant News	p. 4
Goyette cont	p. 5
SBC/SNET/LEARN Grant	p. 5
CECA Board Retreat	p. 6
BEST of the Internet	p. 7
BEST Mentors	p. 8
Call for Presenters	p. 8

**CECA EDUCATOR RECOGNITION AWARD  
\$1000 - SUPPORTED BY A GRANT FROM SNET**

*Are you doing something special, unique, or unusual in your classroom with computer technology?*

*Are you making significant improvements in student achievement because of innovative and creative applications of modern technology?*

The Connecticut Educators' Computer Association has established three \$1000 awards to recognize and encourage excellence in the application of technology to classroom learning. One award will be given at each level: elementary, middle, and high school.

All teachers in Connecticut public or private schools are eligible. Individuals or teams may submit proposals for work that has or will achieve notable results.

Previous CECA Educator Recognition Awards -

**“A Year in the Life of an Elementary School: A Multimedia Publication Presented in Four Seasons”**

A year long project involving Kindergarten and Grade 2 students. Students created a text focusing on life in their school during a typical day in each of the four seasons. Students used a digital camera and word processing software.

Given to a team of two elementary school teachers (K and G2)

**“Integrated Inquiry Based Learning: Not Your Typical Seventh Grade Science Fair Project”**

A science inquiry project integrating English, math, and science into a meaningful interdisciplinary activity. Students conducted research, created tables and graphs to display data, created a visual display, created a graphic organizer and outline for their research paper.

Given to a middle school computer teacher

**“Statistically Speaking”**

In this activity students learned what is statistically true of their age group as they generated questionnaires, analyzed results, and presented their findings in a PowerPoint presentation. Students also used FrontPage and Access software, while becoming familiar with the fundamentals of data collection and analysis.

Given to a sixth grade math teacher.

**“E-Commerce Economics and the Internet”**

A study of e-commerce economics. Students conducted research on the Internet, communicated ideas and information using spreadsheet software, and created presentations on specific e-businesses using PowerPoint.

Given to a high school business teacher.

**“Mobile Learning Program for Urban High School Students”**

This program placed real-world business tools in the hands of students, based on Microsoft's Anytime, Anywhere Learning program. The students were able to access the Internet, design presentations, and write research papers. This learning also involved parents and other family members.

Given to a team of four high school teachers (computer, science, and two math)

Further information can be found online at:

[www.ceca-ct.org](http://www.ceca-ct.org)

e-mail at: [CECAera@aol.com](mailto:CECAera@aol.com)

or by mail at: CECA Awards

P.O. Box 1019

Branford, CT 06405

**Eighth Annual LOB Tech Expo**

The eighth annual Legislative Tech Expo will be held at the Legislative Office Building (LOB) on Wednesday, March 27, 2002 from 9:00 a.m. to 3:00 p.m. The purpose of this Expo is to inform and educate legislators and visitors to the Capitol about the importance of funding technology for schools. Schools from across the state of Connecticut are invited to send teams of students to exhibit their technology expertise. Students will demonstrate how they use technology as an integral part of their learning and discuss what could be accomplished through the use of technology if adequate funding was available in all schools. Registration applications have been sent to all school districts and are also available on-line. Please visit the CECA Web Page for registration information and an updated schedule of which schools will be presenting this year.

## Heads Up!

Windsor Public Schools are announcing an original online project entitled, Heads Up! Based on mathematical probability, the project involves our 5th grade students flipping a penny 100 times. They will see that even though the probability for flipping a head is 1/2 they will not always get that as a result. Flip a coin twice, do you always get one head and one tail? By combining data through use of the Internet and having a very large number of flips, students will then understand that probability predicts the behavior of random systems over the long run. With this large pool of data, we will get close to the theoretical outcome of 1/2.

Although written for our 5th grade students, classrooms from all levels can take part. Complete details, including registration for this project, can be found at:

**[www.windsorct.org/online5](http://www.windsorct.org/online5)**.

Registration closes on February 15th with the coin toss taking place on Thursday, March 7th.

This project is part of our Windsor Online initiative which was selected last year as a Best Practice in Technology by CABE.

*Dan Phelon  
Technology Support Teacher, K-12  
Windsor Public Schools  
Windsor, CT*

## 8th Annual LOB Tech Expo Legislative Office Building Corridor

**March 27 - 9 am to 3 pm**

Information: [CECALOB@yahoo.com](mailto:CECALOB@yahoo.com)  
or [www.ceca-ct.org/LOB2002](http://www.ceca-ct.org/LOB2002)

## Check ENC at <http://www.enc.org> for great resources!

### ENC's New Professional Development Package

**By Your Own Design: A Teacher's Professional Learning Guide**, the CD-ROM and ENC Focus magazine, will arrive in mailboxes in late January. Subscribers to ENC Focus will receive the CD-ROM as an insert in the print edition of the magazine. The resources are also available online at ENC's website.

"IN THIS GROUNDBREAKING PUBLICATIONS VENTURE FOR ENC, MORE THAN THE FORMAT IS NEW! ENC PARTNERED WITH THE NATIONAL STAFF DEVELOPMENT COUNCIL TO DEVELOP THE CD-ROM CONTENT, MAKING IT RICH IN PRACTICAL INFORMATION AND AUTHORITATIVE VOICES. DUE TO THE DESIGN OF THE CD-ROM, IT'S EASY TO FIND EXACTLY WHAT YOU NEED WHETHER YOU'RE A TEACHER WORKING ON YOUR OWN OR AS PART OF A GROUP AT THE DEPARTMENT, BUILDING, OR DISTRICT LEVEL, OR AS A PROFESSIONAL DEVELOPMENT SPECIALIST. WELL-DESIGNED PATHWAYS TO THE RESOURCES AND TOOLS ALLOW YOU TO CHOOSE WHAT MEETS YOUR NEEDS."

### Classroom Calendar(<http://www.enc.org/thisweek/calendar/>)

New resources are constantly being added to the Classroom Calendar. Each calendar event includes a topic overview, ready-to-go activities, web sites, and connections to standards. For example, the January 17 calendar event is **Twigs, Scars, and Winter Buds with activities suggested for grades 3-6**.

"IF YOU ASK STUDENTS HOW TO IDENTIFY A TREE, THEY WILL MOST LIKELY SAY BY THE PATTERN AND SHAPE OF ITS LEAVES AND SOMETIMES THE SHAPE OF THE TREE ITSELF. STUDENTS ARE VERY FAMILIAR WITH WHAT TREES LOOK LIKE DURING THE SUMMER MONTHS WHEN THE TREES ARE GREEN AND LEAFY. BUT ASK STUDENTS HOW THEY WOULD IDENTIFY A TREE DURING THE WINTER, AND YOU WILL INTRODUCE THEM TO A WHOLE NEW WAY OF THINKING ABOUT TREES. THEY LEARN TO PLAY DETECTIVE AS THEY OBSERVE TREES FROM THIS NEW PERSPECTIVE. SOON THEY WILL BE INVESTIGATING AND DISCUSSING TWIGS, TERMINAL BUDS, LATERAL BUDS, AND SCARS."

*Taken from various pages of the ENC Online site at <http://www.enc.org>*

*Continued on p. 4*

**This month's Digital Dozen has many sites of interest including:**

**Exploring the Environment** (<http://www.cotf.edu/ete/main.html>)

**Grade:** Kindergarten - 12

**Synopsis:** Don't let winter put a damper on your outdoor spirit! At this site, you can romp through the Florida Everglades, track global climate change, or grapple with Yellowstone wildfires. Each module incorporates activities and engaging problems that address the impact of human activities on the environment.

**Math Academy** (<http://teacherline.pbs.org/teacherline/academy/academy.cfm>)

**Grade:** Pre-kindergarten - 12

**Synopsis:** Put words into action at this online academy designed to help teachers put the NCTM Principles into practice. After completing the free registration process, you can make use of a variety of professional development resources on topics such as equity, curriculum, assessment, and technology.

**The World Bank Group** (<http://www.worldbank.org/html/schools/>)

**Grade:** 9 - Post-secondary

**Synopsis:** This portal into the online resources of The World Bank provides a wealth of information on all regions of the world. Interactive quizzes test visitors' knowledge about conditions in developing nations, and other sections feature indicators from more than 150 countries. In the Virtual Gallery, you can view artwork from the world's children depicting how they view their future.

**You try it!** (<http://www.pbs.org/wgbh/aso/tryit/>)

**Grade:** 6 - 12

**Synopsis:** Have a blast with these interactive science experiments that don't require any messy clean-up! Rock the world in the tectonics activity, where you can smash continents together to see what happens; zap a human brain to see what parts of the body move; or you can try your hand at genetic manipulation as you replicate DNA and synthesize proteins. Background information and related resources are provided with each activity.

**Technology Grant News**

The Winter 2002 issue of Technology Grant News is available. FYI. It is mailed with an additional 12-Page Supplement of Corporate Technology Funders.

<http://www.technologygrantnews.com>

It is for nonprofits, towns & cities, libraries & museums and schools & universities.

Table of Contents:

Intel Innovations to Contribute More than \$100 million Annually

Oracle Help-Us-Help Foundation Partnership with New Internet Computers Awards New Internet Computers to Schools

Verizon Foundation Announces Grants Program

Software Licenses Available from Microsoft Foundation Curriculum Grant Program

Compaq Computer Corporation Makes Computer Grants Available in All States  
MCI WorldCom Foundation's 'MarcoPolo' Program

SmarterKids Foundation Gives Equipment  
The Lucent Foundation Grants Monies to Programs With Technology Focus

Free Informix 4th GL Database & Website Development Software

Nokia & the Cellular Telecommunications Industry Grants

Symantec Norton Anti-Virus Software for Nonprofits

The Sprint Foundation

New York Life "TechPower" Technology Grants for New York City Schools

Handspring Foundation's Product & Cash Grants for Youth-At-Risk Programs

Public Welfare Foundation Technology Assistance for Nonprofits

Coleman Foundation & U.S. Association for Small Business & Entrepreneurship Grants  
National Collegiate Inventors & Innovators Alliance Grants

Inspiration Software Grants

Graphic Arts Education & Research Foundation Teaching Grants

Challenge America Fast Track Grants

Frederick G. Kilgour Award for Research in Library Information Technology

National Education Association Foundation

*Continued on p. 5*

Continued from p. 4

### Grant News

for the Improvement of Education  
Innovation Grants  
NSF Digital Library Initiative Grants  
National Endowment for the Humanities  
Preservation Assistance Grants  
National Endowment for the Humanities  
Humanities Focus Grants  
Digital Media & Website Production  
Support from National Endowment  
for the Humanities  
NSF Grants to Increase Technology  
Instructional Workforce, Technology  
Curriculum & Technology Educated  
Workforce  
NFIE Leadership Grants for Educators  
to Attent Technology Educator  
Conferences & Training  
Craftsman/NSTA Young Inventors  
Award Challenges Students To Use  
Technology  
NEC Awards to Nonprofits for Assistive  
Technology for the Disabled  
Globix Grants for Nonprofits to Realize  
Efficiencies With Technology

Jessica Callender  
Grant Writer & IT Librarian  
jessicacallender@earthlink.net

Continued from p. 1

### Goyette Award

information resources by every teacher and student in the state. There is still much work to be done. Current budget shortages and an economic slow-down will create difficult fiscal decisions in the legislature and in our towns. We must all make a special effort to let those making funding decisions know how valuable their past support has been and how important it is to continue existing technology initiatives – that providing the best education for students will be the best preparation for the Connecticut of the future.

Again, I thank you for this tremendous honor and I look forward to working with you in the years to come.

### SBC SNET ANNOUNCES A \$60,000 GRANT TO LEARN

Grant will support the Statewide Interdistrict Technology and Connections Program

**NEW HAVEN, Conn. – Jan. 29, 2002**– SBC SNET announced today that the SBC Foundation has awarded a \$60,000 grant to LEARN, one of six Regional Education Service Centers in the state. LEARN serves the Southeastern portion of Connecticut, helping school systems improve student learning, linking schools with educational initiatives, and delivering a number of customized services to its constituents. \$50,000 of the grant will be used to fund LEARN's statewide initiative, the Interdistrict Technology and Connections (i-TAC) competitive grant program; the remaining \$10,000 will be used for administrative purposes, such as evaluating the grant submissions. The purpose of this program is to encourage the development of partnerships among urban, rural and suburban schools, and to use telecommunications technology as a tool to forge these partnerships.

Through this competitive grant program, school partnerships can apply to receive one of the 20 \$2,500 grants that are being awarded. School partnerships can be made up of two or more schools, and must consist of at least one public, urban school. Grants will be awarded to partnerships that best utilize technology to impact and enhance student learning, enable students to recognize differences, and promote cooperation among the schools. Consideration will be given to schools that demonstrate local support for the proposed efforts.

“Creating opportunities for students to participate in educational programs with students and teachers from different communities and backgrounds is an important priority,” said Ted Sergi, State Education Commissioner. “Interdistrict programs help to broaden students’ horizons, and improve their ability to work with others. SBC’s commitment to help finance such interdistrict partnerships is a great addition to our educational system, and we commend them for creating this new grant program.”

“SBC SNET and the SBC Foundation are proud to help LEARN establish the i-TAC program, and enable students from different backgrounds to share a learning experience using technology,” said Tom Buckley, SBC SNET manager of education relations.

“Promoting the use of technology in education is important, and allows students to communicate with each other in a different way. I commend LEARN for it’s work on such a wonderful initiative.”

“Through the i-TAC program, technology becomes a tool to enhance student learning, and assist schools in creating new and direct partnerships,” said Doreen Marvin, Director of Development, LEARN. “Thanks to the generosity of the SBC SNET and the SBC Foundation, we are able to implement a program that could support and promote long-term interdistrict partnerships.”

## CECA Retreat

On January 26, 2002, the CECA Board met for a day-long “retreat” at the Metropolitan District Commission Training Center in Hartford to discuss directions for the organization. The Board formed two groups: Technology Advocates and Communication. A summary of the work of the Technology Advocates appears below; the Communication group looked at the ways CECA communicates now and began to develop plans to communicate in new ways and with a wider audience in the future. The discussion led to the formation of three subgroups: Web Page, Brochure and Newsletter, and New Initiatives. As these groups continue to meet, participants may describe the ideas generated by them in upcoming issues of the newsletter. If CECA members would like to share any ideas related to these topics, please do so with a member of the Board or by email to [cecanews@aol.com](mailto:cecanews@aol.com) Subject: Ideas.

## Technology Advocacy Committee Summary Report

CECA Retreat – 1/26/01

The Technology Advocacy Committee determined its work would be the “value added” component of CECA’s work. This group will focus on how to make CECA a resource to its major audiences for the dissemination of educational technology research, data and information in Connecticut. It was determined that this group would target the following constituent groups: business, educators, parents, seniors, professional organizations, legislators. One objective will be to produce, within the next 6 weeks, fact sheets which each group can use to advocate for keeping educational technology a priority in Connecticut. Both short term and long term goals were established. The short term goal will focus on the upcoming legislative session. Data will be assembled to produce a fact sheet which will be disseminated to targeted legislators to inform them of the status of technology in Connecticut, what is being done in other states, research on how technology enhances education, models of effective use of technology and positive opportunities for Connecticut in advancing educational technology. Long term goals will concentrate on follow up strategies for the Legislature and for similar activities targeted at the five other identified constituent groups. It was agreed that all information would be collected under three main questions:

- 1) What is the current status of educational technology in Connecticut?

- 2) What are some existing systems and normative school models of effective use of technology?
- 3) What are future opportunities for technology to enhance education?

*Michael Suntag  
Committee Chair*

## Communication Committees

### Web Page



### Brochure & Newsletter



### New Initiatives



## The BEST of the Internet

### Mentoring New Teachers

Mentoring new teachers is more than visits to classrooms, observations, or chats between new and veteran educators. Mentoring includes the awesome task of continued mentorship throughout the early teaching years, as well as assessing and scoring beginning teacher portfolios. There is a necessity for Mentors and teachers to communicate through the entire process. Because the number of mentors is small, while the number of beginning teachers increases daily, new ways to stay connected are being used.

### So, What's BEST?

BEST is an acronym for Beginning Educator Support and Training. In the old days, before the Educational Enhancement Act of 1986, student teachers worked with cooperating teachers to hone their skills. Now, BEST mentors not only do that, but must also continue to mentor new teachers during their first two years of teaching. The portfolio requirement, to be completed by second year teachers adds to the mix. Every two years, the best of the BEST mentors in the state are chosen to help coordinate all of this at the state level. These Teacher-in-Residence mentors, with the consent of local school districts are shared throughout the state to meet with beginning teachers, read and assess portfolios, and keep the whole thing together. This is a monumental task that requires the Internet in order to help do it in a timely way.

### State and BEST Links with Some ACES Online Too.

The State of Connecticut has some important links for beginning and veteran teachers, starting with the Connecticut Department of Education site at <http://www.state.ct.us/sde/>, which offers informational links from curriculum to jobs. BEST (Beginning Teacher Support and Training) has its own link on the page, <http://www.csde.state.ct.us/public/der/t-a/index.htm>, with guides, forms, and information on seminars, training, and portfolios. Please read about "Mentor Musing's" at Area

Cooperative Educational Services (ACES) <http://www.aces.k12.ct.us/> in Meryl Menon's article in this newsletter. It offers sharing information, links, and resources.

### BEST Man Goes Digital

One Teacher-in-Residence for BEST, Al Washicko, has taken his own role as Elementary School Mentor and Portfolio Expert to the next step. Mr. Washicko has been a teacher since 1972, and has taught 2<sup>nd</sup>, 5<sup>th</sup>, and for the majority of his career, 4<sup>th</sup> grade. He has been a cooperating teacher and mentor since 1976. When he was chosen to work as a Teacher-in-Residence for the State of Connecticut, it meant that Al also had to leave his classroom and school for two years. Al was excited about the new task, but faced a real dilemma. How would he make himself available to everyone, in this new position? He had lost his classroom base of operations, and found himself trekking around the state, offering seminars and meeting with beginning teachers. The only way he could stay connected was the Internet, and his own Web page - <http://www.newtown.k12.ct.us/~hom/al/al.html>.

Washicko's idea was to keep in touch with his own school district and colleagues, as well as to keep an informative site for new teachers being mentored and the portfolio process. His site has teaching links, BEST and State links, as well as upcoming meetings, events and seminars. His decision to go online was a necessity, and a natural teaching evolution.

Washicko seems to be modeling more than his teaching for beginning teachers; he is also modeling the flexibility and change that makes the BEST teachers.

*Ken Royal  
Head O' Meadows Elementary School  
Newtown*

**CECA 2002**

**October 28, 2002**

**Radisson, Cromwell**

### **Are you a mentor in the BEST Program?**

Are you interested in communicating electronically with other mentors in Connecticut and having access to information, links, and resources about supporting beginning teachers? If so, go to <http://www.aces.k12.ct.us/survey> to complete a survey to express your interest or contact Meryl Menon at 203-407-4452, [mmenon@aces.k12.ct.us](mailto:mmenon@aces.k12.ct.us). After making you a user of the site, called Mentors' Musings, she will send you directions on how to access it.

### **CECA Conference Presenters October 2002**

Planning for CECA 2002 Conference is already in full swing. Top notch presenters are one of the keys to a really great conference. CECA tries to have a number of theme strands. We want to make sure that we cover a wide range of topics in order to meet the needs of our membership. Do you know a person in your district who is doing great innovative projects with technology? Please consider asking them if they would be willing to share what they are doing with other by being a conference presenter. Please contact me with any presenter ideas or any requests for presenter topics. [dmiller@cantonschools.org](mailto:dmiller@cantonschools.org)

Presenter forms can be found at [www.ceca-ct.org/ceca2002](http://www.ceca-ct.org/ceca2002) and enclosed in this newsletter.

### **CECA Officers 2001-2002**

**Howard Gunther, President**  
**Nina Hansen, 1st Vice Pres. CECA  
2002 Co-chair**  
**Meryl Menon, 2nd Vice Pres.**  
**Pat Palmer, Recording Secretary**  
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