CECA Newsletter

Connecticut Educators Computer Association **Vol. XV No. 1**

Former East Haven Teacher VP of Eduhound

Kristen L. Hammond Vice President, EduHound.com: A Division of T.H.E. Journal khammond@edupuppy.com

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Register for CECA 2000

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CECA 2000 Keynote

Innovative, Dynamic, Cutting Edge Educator.

Judi Harris is a faculty member in Curriculum and Instruction at the University of Texas at Austin, teaching graduate-level courses in both instructional technology and nonpositivistic research methods. Judi directs "The Electronic Emissary" a K-12 curriculum-oriented telementoring service and research effort. She also leads professional development programs and speaks to educators in the U.S. and Canada about telecomputing. Judi has authored Way of the Ferret: Finding and Using Educational Resources on the Internet (1994 & 1995, ISTE), Teaching and Learning with the Internet (1996, ASCD), Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing (1998, ISTE), Design Tools for the Internet-Supported Classroom (1998, ASCD), and more than 140 articles on curriculum-based applications of educational technologies. Originally (and forever) an elementary-level classroom teacher and K-6 mathematics/computer specialist, Judi earned her Ph.D. in Instructional Technology from the University of Virginia.

Judi Harris

Judi has received numerous awards for her work. Judi explains that most of our technology-related learning to date has been about tools;specifically, software which can help us to locate and create information, either individually or collaboratively. When we've been learning about the Internet, for example, and for the most part, we've been learning to use Internetworked tools. Yet, as teachers, we know that tools, no matter how powerful their educational potential, don't directly help our students to learn. What's important is how we use the tools to assist teaching and learning. In other words, there is a big and important difference between: using the tools (operation) and using the tools (application).

Judi's Keynote address is "If I Had a Hammer..." - Ensuring Worthwhile Internet Use in K-12 Curricula. She states that if Internet-based telecomputing tools are to become everyday implements in the learning and teaching that

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CECA 2000 Presenters and Abstracts

Tom Buckley, SNET

Telecommunications Opportunities

SNET will deliver an update on the world of telecommunications focusing on data communications for school environments. The discussion will provide an opportunity to hear from data communications professionals who are serving the educational community.

Sheila Civale, Darien Public Schools

From Buttons to Beakers - Infusing Technology into Science

In this workshop you will explore different strategies, specific applications and activities designed to engage students of all levels in your science classroom. Includes lab activities, data collection and analysis, assessment strategies and interdisciplinary activities designed for immediate use in your classroom.

Jonathan Costa, Performance Innovations
Esther Bobowick, Cooperative Educational Services

Improving Classroom Technology Practices

Principals, department heads, coaches, and mentors all struggle to find a foundation to work from in their efforts to improve the integration of technology into the classroom environment. This session will introduce participants to a set of standards that can provide the framework to assist colleagues who are trying to improve technology's impact on student learning and achievement. Resources presented will be available on the web following the presentation.

Stephen Donnelly, Griswold Middle School

Journey North

The students from Griswold Middle School are currently engaged in a global study of wildlife migration and seasonal change while participating in an internet-based learning adventure called Journey North. Journey North is an interdisciplinary approach to the arrival of spring using differentiated instruction. It is an Annenberg/CPB Math and Science project.

Catherine Drury, Orchard Hill Elementary
Christine Spadafora, Orchard Hill Elementary

Integrating the Internet with the Curriculum

This workshop will focus on creating and/or taking part in Internet lessons as a means to achieve curriculum outcomes, integrate technology, and explore a multi-age approach to learning. We will explore teacher resources; examples of projects and lessons will be shared. Procedures for designing your own internet projects will be discussed.

Robert Hale, Madison Board of Education

Funding for Technology In Your School District, School, or Classroom

This presentation will address funding options and strategies to support the implementation of technology plans in your district, school, and classroom. Some of the topics to be covered are, State Technology Grants, E-Rate, Local Budgets, and working with business and industry support.

Ken Holvig, Scarsdale Middle School
Jerry Crisci, Scarsdale Middle School

iThink Therefore iMovie

Recently, Apple Computer introduced iMovie, a fully digital video editing program offering precise control over editing functions. The goal of this presentation is to introduce participants to the iMovie technology and to demonstrate the use of the program to enhance curriculum projects and presentations. The accessibility and ease of use of iMovie will allow users to get started with video, especially since Apple offers the program as a free Internet download.

Ken Holvig, Scarsdale Middle School
Jerry Crisci, Scarsdale Middle School

Mission Impossible 2: Assessing Your District's Technology Program

Schools today have survived the first "impossible mission," gathering the necessary resources to support instructional technology integration. However, corporate America, local school boards, education agencies and citizens have called upon schools to assess the impact of this additional spending—"Mission Impossible 2." School administrators and teachers are facing new standards and a call for accountability. How can you assess the effectiveness of your school technology program? Recent work, including efforts by the Milken Family, the CEO forum and the Idaho Higher Education system have proposed models for technology assessment. This presentation will provide a critical overview of a number of these models. This workshop will help you begin the process of designing an effective assessment method for your school.

Carol LaRow, Iroquois Middle School, Niskayuna, NY

Computers in the Classroom: A Teacher's Perspective

See a variety of applications and ideas for computer technology in today's classrooms. The presenter highlights uses for a "one computer classroom" or a lab of student workstations. Hear about computer activities added to an "already established" curriculum. Examples include: teacher productivity, student based lessons, WEB projects, online chats with schools across the country or authors of

CECA 2000 Presenters and Abstracts

Continued from previous page

books read in class, publishing students online, creating templates, interactive databases featuring video and sound, multimedia presentation software used as teaching tools, school web pages, and more. Special highlight: an interdisciplinary project with the U.S. Navy, a great blend of computers, academic skills, and patriotism.

Carol Magliocco, Amy Norton
Assistive Technology Training Center

On the Road to Emergent Literacy with Good Books & Technology

Learn about the use of technology to support student success in the development of early literacy skills. Technology offers the opportunity for the child to experience reading and rereading and can be utilized to reinforce the language patterns that contribute to the acquisition of literacy. Viewing books on the computer with highlighting of text, reinforces following print from left to right and helps develop the concept of work as they see the highlight while the word is read.

Gail McKenna, South Windsor High School

Beyond Keypals: Meaningful Classroom Exchanges and Lessons Using the WWW

Discover the possibilities for classroom exchanges that are more focused, more productive and easier to manage then traditional "key pals". Although set in a French classroom, these ideas can be used in any subject area. Other topics that will be explored include answers to the question "What can I do with my web page?" and some easy techniques to incorporate in a website design.

Steven Moskowitz, Vogel-Wetmore School

Total Cost of Ownership in a K-12 Environment - How to Reduce Your Costs

Total cost of ownership (TCO) is a concept well known in industry, and recently introduced to education. Schools are purchasing and installing computers within their organizations at an ever-growing rate. As schools move ahead, they must rethink their support strategies. This seminar will discuss the multiple factors that effect TCO and strategies to reduce costs.

Bill Myers, Pleasant Valley Elementary

Music in Your Classroom: Using Software and the Net

We try to improve our teaching using multiple intelligences and curriculum integration. We hesitate including areas we're not comfortable with. For some, music can be one such area. Technology can reduce your anxieties about including music in your lessons. Come, explore some of the possibilities.

Emery Roth II, Shepaug Middle/High School
Karen Waupotic, Student members of Tech Team

Integrating Technology: Assuring Consistency and Proficiency

Today's challenge: to integrate computer use in every classroom and assure a consistent experience for all students as they move through the various schools of the district. This presentation will focus on the skills that are taught, a few of the classroom activities used to teach them, and the strategies & hardware configurations that have gotten every teacher involved and assured that every student graduates with the required skills. The presentation will conclude with a description of the region's portfolio based "Computer Competency Graduation Requirement."

Tracy Sidoti, Mansfield Middle School

Building Technology Into Your Classroom

This workshop is for all of you who say, "I don't know enough about technology to use it effectively in my classroom." We will explore how to get an idea and make it into a simple, but exciting lesson despite feelings of inadequacy with a computer.

Nancy Smith, Aunt Goodiebags

Having Fun with What You Have

Things change. Computers and software seem to change even before we get used to the stuff we fought so hard to get! Auntie will give you some ideas and strategies to help you make the most of what you have.

Lauri Susi, Plainville Community Schools
John Laskarzewski, Plainville Community Schools

Collaborative Teams: Meeting Standards, Improving Efficiency and Maximizing Effectiveness

Effective teacher teams provide students with improved learning environments. This session will focus on tools which foster team efficiency and effectiveness while integrating technology into the curriculum. The resulting higher level staff performance results in improved student learning.

Bob Trikakis, Apple Computer

Hot New Technologies from Apple

Come see the latest from Apple Computer....Join us for an exciting session featuring the latest product and technology directions for education from Apple. See on-site demonstrations, and be amazed at the offerings from Apple! If your school is looking to be on the leading edge of technology ----- this session is a must!

CECA 2000 Presenters and Abstracts

Bob Trikakis Apple Computer

The Wireless Classroom with Apple's Airport Technologies.

Now there's a simple, affordable way to bring the Internet to every desk in the classroom—with no fuss, and even better, no cables. Only Apple makes wireless networking this powerful—and this simple. Whether you are interested in mobile labs, increasing student access, or extending the reach of your existing network, Apple has just made it easier than ever integrating Apple's wireless technology in every hardware product we make. See how Apple's wireless networking offers opportunities for increasing communication and collaboration for more productive and creative learning in the classroom. The revolution continues! You won't want to miss this session.

Karen Waupotic, Washington Primary School
Carol Muska, Washington Primary School

KidPix and the Curriculum

Primary school kids who begin with KidPix move easily to a range of higher end graphics applications that let them create class presentations, exhibitions, and sophisticated slide shows. Learn how one school has integrated these graphics applications with the classroom curriculum K-5.

Celinda Weber, Windermere School
William Wajda, Windermere School

Using "Inspiration" in the Classroom

See how "Inspiration," a computer application, assists students with organizing their ideas. Examples of concept maps, idea maps, webbing, storyboarding, and outlining will demonstrate how the software can be used with different subject matter. Effective software for a one computer classroom.

Janet Wislocki, Beth Maroney, Debbie Hourgian,

Milford Public Schools

Technology Infused Project-Based Learning: From Staff Development to Classroom Implementation

Our experience in Milford has taught us to provide training using an "in time" approach. The staff development model is: Plan, Create, Train, Team Teach, Support and Evaluate. Projects varied from WebQuests, Databases and Spreadsheet, Multimedia, remote collaborations using Email, Simple Lessons with the Internet, Virtual Field Trips and ThinkQuests

Mike Zito, Coleytown Middle School

Instituting a Model of Integrated Curriculum

Last year, the town of Westport changed its technology curriculum in the middle schools. Gone were scheduled computer classes that taught specific technology skills. In place was a model in which the computer teacher worked together with the classroom teachers to integrate a technology component into curriculum projects. Mike Zito, computer teacher at Coleytown Middle School, Fairfield University and Housatonic Community Technical College, will discuss the successes, and growing pains of instituting such a model. Examples of projects, lessons and other ideas will be shared.

Apple Distinguished Educator Presenting at CECA 2000

Carol LaRow is an English teacher with the Niskayuna, NY Public Schools and has been named an Apple Distinguished Educator for the year 2000. She is a community leader for America Online, moderating the Bookshare Board and hosting teacher online chats. Carol does technology presentations for Apple Computer, Inc. and works as a mentor for educators taking Apple's online ASDO courses. She has been invited to be a guest speaker for Microsoft Corp. She has been a master teacher of technology for the NY Wired Collaborative Grant and was responsible for training and mentoring teams of teachers. Carol presents technology topics at statewide and local educational conferences and is invited to speak at various school districts. She teaches technology inservice courses for the Capital Region Teacher Center, the Model Schools Collaboration, and Education 21. She is a member of the Niskayuna School District's K-12 technology CORE team and was the original WEB master for Van Antwerp Middle School, designing and maintaining the school's WEB page. She was nominated for the Disney American Teacher Award in 1999.

CECA 2000
Radisson, Cromwell
November 6, 2000
Keynote
Judi Harris

FROM CECA-L

The US Department of Justice and the Information Technology Association of America Foundation have launched a website designed to help kids, parents, and educators explore principles of responsible computer use. http://www.cybercitizenship.org/

"Laptop Computers in the K-12 Classroom" is an online research digest prepared May 2000 by Yvonne Belanger for the ERIC Clearinghouse on Information & Technology, available at http://ericir.syr.edu/ithome/digests/EDO-IR-2000-05.html.

Addresses: Emergence of laptops in schools Transitions to laptops Portable alternatives Classroom experiences Does research support the use of laptops? Equity controversy Sources of further reading

(ERIC - the Educational Research Information Center - and its various Clearinghouses are funded by the U.S. Dept of Ed. http://www.accesseric.org/.)

For teachers of bilingual students: A website providing information on classroom centered practices, organizations and programs, funding resources, and online resources related to science, mathematics, and technology education. Developed by the ERIC Clearinghouse on Urban Education at Columbia Teachers College and the National Clearinghouse for Bilingual Education.

http://eric-web.tc.columbia.edu/pathways/smt_literacy/

A good overview of research, how technology can help, and the important role of the teacher. Links to some recommended websites and books for helping parents support their kids' education using technology. Nothing earth-shattering, but nicely reaffirming. Originally cited in the ENC Headlines. Christopher

"Do Computers Improve Education?" by Linda Knapp, The Seattle Times, 8/13/00. http://seattletimes.nwsource.com/news/business/html98/alteduc13_20000813.htm l

"Resources for Parents" http://seattletimes.nwsource.com/news/business/html98/althelp13_20000813.htm l

http://eric-web.tc.columbia.edu/pathways/smt_literacy/

The National Science Foundation's Division of Elementary, Secondary, and Informal Education seeks qualified applicants for temporary and visiting (i.e. on leave from an educational institution) positions in the Instructional Materials Development and Teacher Enhancement Programs.

Job responsibilities include proposal evaluation, budget development, project oversight, and scientific program planning within the context of K-12 education.

It seeks those with experiences/expertise in K-12 science/mathematics/technology (SMT) assessment, large-scale reform efforts in schools, or applied research in teaching and learning. There is special interest in those with experiences/expertise in: * Elementary science education * Elementary mathematics education * Technology education (designs, systems thinking) * Education technology (multimedia, visualization, telecommunications)

In addition, Program Director positions require a Ph.D. or equivalent in a relevant SMT or SMT education discipline, plus six or more years of successful, related experience beyond the Ph.D. Associate Program Director positions only require four years of experience. Assistant Program Director positions only require a Masters Degree and two years of experience.

Contact Kate Scantlebury (kscantle@nsf.gov or 703-292-8613) for more information. Or send a letter of interest and vita to: Chair, Recruitment Committee Division of Elementary, Secondary, and Informal Education National Science Foundation 4201 Wilson Boulevard, Room 885 Arlington, VA 22230

CECA is not a CEU provider. If you would like to earn CEU equivalents for your participation in the CECA conference, you MUST file an application with the office in your school system which handles CEUs BEFORE you attend the conference on Nov 6th.

A certificate of attendance will be provided at the registration desk at the end of the day.

Kids Building Computers & Crossing the Digital Divide

by Emery Roth II

They arrived at Education Connection on Monday, June 26th as strangers - forty 7th, 8th, and 9th graders from five urban and rural districts in northwestern Connecticut. By Friday, June 30th, when they finished the week-long "A Plus Academy," each participant had made many new friends, had functioned as part of a team, and each carried home a 66 MHz, internet-ready computer that s/he and partners had built.

The computers loaded with Windows 95 and a suite of computer applications will mean that there are now forty more students beginning school in September with the tools required for the digital age and some new online friends to help them to use them.

Participating schools were Shepaug (Region #12), Whisconier (Brookfield), Torrington Middle School, Thomaston Middle School, and North End Middle School (Waterbury).

Led by Jayson Baker and Roni Whiting of Education Connection and Marie McFadden of Computers for Kids, a team of teachers met through May to plan a series of workshops that would give students the skills needed to use the computers they built and to keep them running.

The workshop plan they created began with a day of team building on the Education Connection ropes course. The students, who were at this point uncertain of what to expect, spent the day making friends and developing trust in teammates and partners who they would rely on through the week.

On day two they began learning the function of various computer components and assembling them into finished computers. The sessions were effectively led by Jeremy Rubock of Computers for Kids and all the teachers assisted and learned alongside their students. When they went to plug in the forty computers, only one malfunctioned in a cloud of smoke, and everyone learned the importance of seating computer cards properly. Computers for Kids was ready with spare parts, and so everyone was ready for the lessons of day three.

Day three was divided in two. Working again with Jeremy, students learned a variety of repair and expansion procedures from installing a CD-ROM drive, or running in DOS, to creating a boot disk and booting from it. Alex DeBarros of Computers for Kids led sessions on using the Star Office and Net Zero applications that were provided on every computer. Students were given tips on logging onto the Internet and setting up an e-mail account so they could stay networked after the week was over.

Students worked on large teams on Day four and circulated through three workshops designed to expand students understanding of the kinds of different things computers do. With John Bubela students used digital video cameras and iMacs running iMovie to make short video movies. Jim VanAmburg of VanAmburg Design Associates led a workshop on graphic tools and design. Each student used a digital camera to capture student images and then did some simple editing of the images in PhotoShop. Jayson Baker led a workshop in web page building to provide each student with a basic understanding of how web pages work. As one student remarked to me on Thursday, It just keeps getting better and better.

Friday was left for celebrating. Parents were invited to come and see all that had been accomplished and to help each student get his/her computer home. It is hoped that as students get computers set up at home, they will get access to a phone line so they can use their free internet accounts to stay in touch and to strengthen the bonds made through the week. Plans are already underway for a repeat of this highly successful project next year, and Marie McFadden (mcfadd@c4k.org) of Computers for Kids (http://www.c4k.org) is ready to work with anyone interested in replicating this project. The teachers from each district who carried out the planning of the week's activities were:

North End Middle School:
Dave Habersang,
Jim Knapp,
Don Schaer

Shepaug School:
Nels English,
Emery Roth

Torrington Middle School:
John Bubela,
Brian Tiernan

Thomaston Middle School:
Roger Rogowski

Whisconier Middle School:
Susan Mayne

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ISTE TEACHER TECH STANDARDS

Note: The CT General Assembly, this past session, passed legislation requiring CT to develop teacher technology competency standards.

In June, 2000 The International Society for Technology in Education released its new performance standards for teachers in the use of technology for instruction. All candidates seeking initial certification or endorsements in teacher preparation programs will meet these educational technology foundation standards. It is the responsibility of teacher preparation programs to provide opportunities for their candidates to achieve these standards. The standards, teacher profiles and a grid which presents the standards at several levels in the teacher preparation process, are available online at — http://cnets.iste.org/index3.html

You're Invited to Connecticut Elementary Science Day!

We will hold our annual CT Elementary Science day at Wesleyan University on Saturday, October 28, 2000. This day is sponsored by PIMMS and endorsed by the CT Academy for Education in Mathematics, Science and Technology; CAPT; CECA; CSSA; CSTA and the Smart Center at Sacred Heart University.

All teachers of grades K - 6 are encouraged to attend this day which is geared especially for them. Our guest speaker this year, Cathy Valentino, is an exciting educator who energizes her audiences and gives lots of good ideas for teaching science and developing inquiring minds in the elementary grades. Here is an opportunity to attend a variety of workshops, given by other teachers, which may help elementary teachers find ways to integrate science into their other subjects as well as broaden their understanding of some science concepts.

Sessions begin at 8:15. We have everything — coffee 'n ..., lunch, great speaker, relevant workshops, raffle and fun! With the new CEU regulations, it will be necessary for you to ask your school for CEU Equivalents, rather than getting them from PIMMS. We will be happy to document your attendance.

For application form try:

e-mail..... fro2@aol.com or bengt3@aol.com

or phone.....203-226-4938

East Haven Students Enroll in Virtual High School

Next fall 20 East Haven students will enroll at Virtual High School (VHS), an online program offering courses ranging from standard Advanced Placement offerings to specialized studies in astronomy, microbiology, and Native American culture.

They're taking a course that our school can't offer because we don't have enough enrollment," said history teacher Jim Clifford, who will help oversee East Haven's participation in the program.

Clifford will also be teaching a course at VHS this fall. The program—which began in 1997—is currently offered free of charge. One staff member from each participating school is required to teach a course at VHS.

So this fall Clifford will teach students from all over the nation a course of his own design, which he is calling "American Foreign Policy: From Cold Warrior to Peacekeeper."

To join the program's faculty Clifford had to take a 26-week course at VHS and continue training over the summer to learn the differences between teaching online and in the classroom.

"They taught me how to overcome the distance, which is hard," he said.

But Clifford said he has seen his classroom skills—including communicating clearly—improve as a result of the training. Besides, he feels the sharing of resources between schools that VHS makes possible represents the next big trend in education.

Computer-programming teacher Jim Schroeder—who first introduced the VHS concept to East Haven and will serve as site coordinator in the fall—agreed with Clifford's assessment. He pointed out some 4 million college students took courses online this year.

That means it's a good idea to prepare some of our high school students for what they're likely to encounter in the future," Schroeder said.

**This article appeared in the East Haven Advertiser*

Continued from p. 1

Judi Harris

occur in our classrooms, they will only do so as a result of our conscious choices to make this happen, and only to the extents that we deem appropriate for our students and ourselves. Whether or not any new tool is appropriated in this permanent way depends upon this decision-making process, whether it is conscious or unconscious; well-informed or ill-informed; emotional or logical; capricious or long-considered.

Ways of addressing this real-world question, and options for responding with realistic answers, will be shared during this presentation. She will also conduct two follow-up sessions. Her first Wetware: Design Tools for Curriculum-Based Telecomputing Projects will present curriculum-based projects that involve use of Internetworked tools are quite different from telecomputing projects that have some curricular connections. The former (tool application) is far more important in students' learning than the latter (tool operation). How can we design curriculum-based telecollaboration that is worth the time, effort, and expense involved? Thinking tools for teachers ("wetware") called "activity structures" can help provide practical answers to this rarely-asked question. Later in the day Judi will present a session entitled "Beyond Telehunting and Telegathering: Teleresearch in Knowledge Creation". We know that information can be accessed. Knowledge can only be constructed. How can online information be used to create knowledge? Six educational purposes for curriculum-based teleresearch will be shared, using elementary, middle-level, and secondary classroom activity examples as illustrations

Judi Harris, Ph.D. is Associate Professor of Curriculum & Instruction and Coordinator for Instructional Technology

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