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State-of-The-Art Technology Applications

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STATE-OF-THE-ART TECHNOLOGY APPLICATIONS

ATLAS

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PREFACE

This document provides information on descriptions of state-of-the-art technology-using schools across the country. It is a resource that can be used by teachers, school administrators, and researchers who are investigating the varying applications of technology in the classroom. It should be helpful in: 1) learning how other schools have implemented similar technology and integrated it within specific curricula, 2) planning, purchasing, adopting, or implementing technology in a classroom or entire school, and 3) it serves as a valuable resource to identify such schools already engaged in exceptional educational technology usage.

HOW TO USE THE DATA BASE

The database has been divided into four categorical listings. Each entry lists the school name, city, and state in alphabetical order by school name. List I divides the 400 schools by their school level (pp. 11-18). List II identifies only those schools which have special technologies, such as calculators, and/or programs such as a computer-checkout program. List III lists the schools which our research showed to have the various technology focus options such as multimedia or telecommunications. List IV reports the schools which take advantage of technologies in the individual curricula.

To use this resource, readers need to simply scan through these four categorical listings to identify the schools which lie within their technology application or subject area, and then look-up the school record in the text for a full description of their technology usage.

To further limit the matched schools one can select only those schools which fall under the school level of interest cross-referencing their matches with Listing I.

The reader must remember the information reported in this resource only offers summaries of the data sent to us by each school. This resource is not an attempt to identify all the best, most state-of-the-art technology applications used in American schools, but rather only to compile information on some of such schools.

SCHOOL REPORTS

Once specific schools are identified using the categorical Listings I-IV, readers simply need to find the school report by looking through the main text of this resource for the school name alphabetically. Data collected on each school record is reported in the following format:

School name
District name

Last Name of personal contact at school	His/her first name
Salutation	His/her Title
Street Address	City, State
Zip code	
Electronic-Mail address	
Telephone number	Principal's name
Fax number	

Source, and date, of information collected

Fields have been left blank if the information was not found. A brief summary of each school's technology usage in the format of yes/no responses follows this demographic information. The coding sheet on page 51 describes these questions which were put to each

school and interprets the answers. The memo fields which immediately follow the yes/no responses provide the more detailed description on each school's technology usage. Pages 51-56 of the coding sheets explain each of these fields in detail.

All the information collected in MERC files has been included in this database. Therefore, if more information is desired, the authors ask that the school be contacted directly.

John Pisapia

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INTRODUCTION

INTRODUCTION

The Metropolitan Educational Research Consortium (MERC) has collected information from a variety of sources on schools across the country nominated for their state-of-the-art use of educational technologies. In Spring 1992, MERC mailed over 3000 nomination forms using mailing lists of the Association for Educational Communications and Technology, American Association of School Administrators, and the Chief State School Officers. MERC requested additional information from the nominated schools. Additional schools were located in articles acquired through literature searches on various technology applications. All the information collected was compiled in the following database.

The 400 SOTA schools found within this database have the following common characteristics: 1) technology as a tool, 2) learner centered classroom, 3)distributed labs/computers, 4) curricular specific applications, 5) multidisciplinary projects, 6) computer check out programs, 7) telecomputing applications, 8) parent/community involvement, 9) strong staff development, 10) planning. Each of these characteristic is illustrated below with examples from the SOTA database.

Following this synopsis of the database are four categorized lists of the schools according to school type, technology focus, accessible technologies, and subject area. An alphabitized description of every school comprises the majority of this document.

Technology as a Tool for Learning. The most basic theme permeating throughout SOTA schools lies in the adoption of the technology as a tool for learning rather than a subject to be learned separately. In order to be successful, technology must be considered more like a

pencil or interactive electronic textbook, a learning tool, rather than the scientific method or a math problem, a subject to be mastered. For example, technology has transformed S. J. Welsh Middle School in Lake Charles, Louisiana into a "Think Tank" of industrial and visual arts. The school has a Tech 2000 SmartLab with a computer managed network which offers student access to robotics, system simulation, word processing, publishing, and computer aided manufacturing. Students move from island to island experimenting with satellite technology, pneumatic structures, rocketry, aerodynamic testing, simulated flight, space-frame construction, hydroponics, and superconductivity. The art department has a computer lab where students can create multimedia programs and three-dimensional animations using computers, scanners, CD-ROM and videodisc players.

Learner-centered classrooms. SOTA schools restructure the traditional classroom model to take full advantage of educational technologies. They provide more of a learner-centered environment that goes beyond lecture and textbooks--the teacher centered traditional framework. They promote the belief that learning is more than assimilating knowledge--it's constructing it. For instance, the "History Comes Alive" curriculum at Fullerton Union High School in Fullerton, California is an excellent example. In 1992, the traditional desks were replaced with computer tables and separate chairs which can accommodate varied lessons. Textbooks have been replaced by primary source documents, supplementary readings, and electronic encyclopedias. While learning about the American Revolution, students played delegates and constructed their own constitutions using electronic mail.

Furthermore, in St. Paul, Minnesota, the Saturn School of Tomorrow teaches students in grades 4-8 using a broad array of SOTA technologies in their 1991-renovated downtown YMCA facility. The school shifted the emphasis of education from remembering facts

presented by a teacher to finding, organizing, and making sense of a wealth of factual information available to today's student. A city-wide magnet program, the school recruits students from all parts of the city, creating a diverse range of abilities and ethnic backgrounds to challenge the faculty and their technological tools.

Finally, at Blackstock Junior High School in Oxnard, California, American History teacher Steve Carr rearranged his classroom into a technology-enhanced cooperative learning environment to teach his students that if they are going to succeed they have to cooperate within a group and across different groups. His room contains an impressive array of equipment, arranged in clusters that allow students to participate in both large-group activities and lessons and small group, team-oriented projects.

Distributed Labs/Computers. Distributed computer networks connecting computer workstations in every classroom is the third characteristic of SOTA schools. Many of the SOTA schools create a backbone network in the early stages of planning which enables them to support whatever technology they buy in the future. Networks not only enable teachers to share resources (i.e. software, CD ROM, videodiscs, video programming) but to utilize them simultaneously. For instance, Jackson Elementary School in Fort Campbell, Kentucky has installed a fiber optic backbone network and is in the process of connecting every classroom and administrator's PC. This backbone allows for video, voice, and data to be transmitted across the network. There is also a CD ROM tower in the media center which can load 10 discs for immediate classroom retrieval.

Hands-on computer programs also help to reinforce experiential gains and develop scientific process skills--all while using cooperative learning strategies to teach students the values and challenges of interdependency. Thunder Ridge Middle School in Aurora,

Colorado has a distributed data and video network running throughout the school so that teachers can share resources such as software, CD ROM, video programming in their instruction. And, John I. Leonard, a model technology school in Lake Worth, Florida, has a school wide fiber optic local area network which connects the schools 400 computers in 100 classrooms and 15 computer labs. They offer an incredible amount of specialized software programs across the network which are utilized both by teachers and students.

The benefit to learning that classroom computers have over the isolated lab situation lies in their being accessible and convenient for both teachers and students. Middle school students surveyed in California's Hueneme School District Model Technology Project 1990 Evaluation stated that accessible computer lessons challenged them to do their best work, that they helped them improve their grades, made the subjects more interesting, and allowed them to work at their own speed. On the other hand, Cicero Elementary School in Syracuse, New York installed computer workstations in every classroom to prepare its students to participate in a society where understanding and utilizing computer technology is necessity.

Curricular specific technology applications. SOTA schools use discipline specific technology applications. For example, art students at Homewood-Flossmoor High School in Flossmoor Illinois use computers and other electronic technologies to enhance their traditional art curriculum. Students can "paint" electronically using an electronic camera and color scanners to import and manipulate imagery. While students already have access to the National Gallery of Art and Louvre exhibitions on laser discs, the school hopes to offer Interne access throughout the school enabling students to see even more on the Interne--such as the California Museum of Photography collection of photographs.

On the other hand, interested English students at Oak Harbor High School in Oak Harbor, Ohio meet after school using PageMaker software to create a literary magazine they call *Runes*. In another department, students can work on a space shuttle simulation project using robotics and computer-assisted design programs. The music program at Oak Harbor also takes advantages of technology, allowing music students to compose music using sequencers and synthesizers to create, record, listen, and alter their own music. At Jackson Elementary School in North Platte, Nebraska, there is a complete music curriculum assisted by electronic musical instruments networked through a Macintosh computer. Students play on their instruments every day while their teacher guides, controls, monitors, and keeps records from the computer. A remote control with programmable capabilities allows the teacher to circulate among the students.

Furthermore, Linwood Elementary School in Lafayette, Indiana uses still and motion video for instruction and for student projects/presentations. They have computers in every classroom, and also have created a publication center with computers, a scanner, and a laser printer for student use.

SOTA schools use technology for multidisciplinary use. Technology can encourage teachers to teach lessons which cross curricular boundaries. With the help of grant funding, Turner Middle School in Berthoud, Colorado launched a project which focused on encouragement of less gender rivalry and more teamwork through the use of technology, including telecommunications, micro-electronics, hydraulics, pneumatics, and lasers. The project serves as a model of how computer technology can be used to enhance not only individual pursuits, but also support team problem solving and interdisciplinary learning. On the other hand, the School of the Future in New York City has integrated computers into their

curriculum through a multicultural theme in history and literature. Students here collaborate on projects using multimedia tools, libraries, and databases to create Hypercard stacks of their finished product.

Checkout/Loan Programs (for teachers and students). Computer and laptop checkout programs for teachers and/or students are growing in popularity among the SOTA schools because of the major benefit for teachers in the learning curve and for students to do further research/ learning during after school hours at home. In 1991, Boonton High School in Boonton, New Jersey began their Laptop Project where they gave students in one ninth grade earth science class laptops for use in other classes and at home. These students used the laptops to improve their writing and research skills through electronic mail with other students and through exchanges with on-line databases and bulletin board systems via modem. At Hutchinson High School in Hutchinson, Indiana, an alternative school open eleven months a year from 7:00 am to 10:00 pm to accommodate at risk students' needs, students have access to six laptop computers they can check out to complete homework assignments or work on other computer programs. In Lake Worth, Florida, teachers and students alike are able to check out one of John I. Leonard Community High School 80 laptop computers which have can be connected to the school's fiber optic network.

Telecommunications Applications. Telecomputing through on-line databases, electronic mail, bulletin board systems, discussion groups are also characteristic of SOTA schools. At Hunderdon Central High School in California, every classroom is linked fiber optically to other institutions of learning throughout the state and beyond because each has at least one

computer, a telephone, and a modem. These prototype classrooms of the 21st century also contain laser disks, a CD ROM player, and various computer applications.

Strong Parental/Community Involvement. SOTA schools involve parents and their communities in school programs. Parental and community involvement helps tremendously with funding, supplies, support, encouragement, and even planning at some schools. For example, the commercial arts department at Richardson High School in Oak Lawn, Illinois learn the business of art in their professional relationships with local businesses. This community service program benefits both parties. Thanks to the technology, these art students design and scan logos, business cards, letterhead, ad layouts, and cover designs on computers. They have to solicit clients and deal with deadlines and time schedules. All work is free of charge. On the other hand, parents and involved community members of Hemingway Elementary School in Ketchum, Idaho not only manage fundraising activities, but over forty of them serve as resource speakers and program volunteers each year.

Less dependence upon textbooks.

Dependence upon textbooks as vital sources of information is decreasing at many SOTA schools. For instance, at Peakview Elementary School in Cherry Creek, Colorado, reliance upon multimedia technology has removed all use of textbooks in the mathematics, social studies, and science curricula. In addition, Indiana Creek Elementary in Indianapolis Indiana pledges to no longer be textbook-driven, but rather has structured their curriculum to utilize materials that are tailor made to their specifications using SOTA learning tools.

Staff Development Programs. SOTA schools have strong staff development programs. Research has shown that if teachers are given access to educational technologies, knowledge of how to use them, and the power to choose and develop their own tools to meet instructional objectives, the result will be school wide integration of technology into the curriculum. For example, during the planning stages of the Model Technology Program at Webster Elementary School in St. Augustine, Florida, major emphasis was placed on empowering teachers in the use of technology. They realized that their network was only as good as the applications and training that went into it. While staff development was a major focus of Webster's initial planning, it continues to parallel all phases of development. Their program trains teachers in the use of video cameras, interactive video, laserdisc operations, network administration, photography, Hypercard, telecommunications, calculators, software applications, Lego-Logo, Home-School Communicator, CD ROM, and methods for integrating such technologies/programs into every-day instruction.

Research has proven that the most important factor in fostering exemplary technology using teachers is training. Many educators agree that it is second only to funding in importance to the successful use of learning technologies in classrooms. SOTA schools realize that, at first, teachers are the primary users of learning technologies while students are secondary users. Teachers also are the primary agents in the process of integrating technology. If they feel uncomfortable with the technologies, see no benefit to student learning, or do not appreciate the positive influence technology can offer their lessons, they do not bring technology into the classroom. In the reverse situation where teachers realize the benefits technology integration offers their students and understand how to utilize technology and have access to technology in sufficient quantities, teachers are usually highly motivated. This is the case for SOTA schools.

There are three stages necessary in training teachers to make full use of learning technologies. The first involves learning to operate technology. Second, teachers must learn how to integrate it into the curriculum how to manage a technology intensive classroom, and how to develop curriculum based on available resources. The final stage is continual. It involves encouragement and support for teacher experimentation and innovation as well as ensuring adequate access to newly developed technology applications.

Planning. The major challenge to SOTA schools is to improve adoption, diffusion, and utilization of computers and other technologies. This is done through effective planning and follow up action. For example, through a comprehensive visioning process, administrators, librarians, parents, students, the Teachers Union, teachers' trainers, hardware and software vendors, and other business representatives teamed up to redesign the Saturn School of Tomorrow in St. Paul, Minnesota. Its vision is to create a new school by blending the best methods with the most powerful and useful technologies so that each child can be a successful learner. In its district technology plan, Northshore School District in Washington addressed curriculum, support systems, implementation, and included the following actions: include entire community in planning process; maintain well-planned and funded staff in service programs; complete concise philosophy statement; ensure adequately funded technical and maintenance support; ensure secure, adequate, and stable funding for plan implementation; and establish policies which allow for plan modification.

SUMMARY

To illustrate the characteristics which permeate SOTA schools, one needs only to look at actual technology applications in schools today. The schools mentioned above are only a

few. Mainland High School in Daytona Beach, Florida; Chamberlain High School in Tampa, Florida; Edgewater High School in Orlando, Florida; Charles M. Goeth Middle School and Edward Kemble Elementary School in Sacramento, California; Garfield Elementary School in Revere, Massachusetts are also prime examples of SOTA schools These schools again are only a few of the many across this country which can serves a prototype of successful technology integration into the curriculum.

REPORT BY SCHOOL TYPE

ELEMENTARY SCHOOLS

A.D. Henderson University School	Boca Raton	FL
A.E. Burdick Elementary School	Milwaukee	WI
A.P. Terhune Elementary School	Wayne	NJ
Alden Place Elementary School	Milbrook	NY
Allen Park Elementary School	Fort Meyers	FL
Andrea Robinson Elementary School	Jacksonville	FL
Baileys Elementary School	Falls Church	VA
Bashaw Elementary School	Bradenton	FL
Beaverdam Elementary School	Beaverdam	VA
Belle Valley Elementary School	Erie	PA
Blacklock Elementary School	Langley, BC, CANADA	
Blowing Rock Elementary School	Blowing Rock	NC
Bluford Communications School	Greensboro	NC
Broad Water Public Elementary Sch.	Broken Bow	NE
Brushy Creek Elementary School	Taylors	SC
Buffalo Elementary School	North Platte	NE
C.P. Smith School	Burlington	VT
Captain Elementary School	Clayton	MO
Carmichaels Area Elementary Center	Carmichaels	PA
Carroll Elementary School	Oak Harbor	OH
Chinook Elementary School	Vancouver, BC CANADA	
Cicero Elementary School	Syracuse	NY
Cleveland Elementary School	Cleveland	NY
Cody Elementary School	North Platte	NE
College Oaks Elementary School	Lake Charles	LA
Columbine Elementary School	Boulder	CO
Concord Road Elementary School	Southern Winchester Co.	NY
Crockett Elementary School	Houston	TX
Deering Elementary School	Ironton	OH
Dream Lake Elementary School	Apopka	FL
Dunn Elementary School	Dallas	TX
East Dale Elementary School	Fairmont	WV
East Elementary School	Athens	OH
Edenbvale Elementary School	San Jose	CA
Edward Kemble Elementary School	Sacramento	CA
Eisenhower Elementary School	North Platte	NE
Elanor Roosevelt Elementary School	Vancouver, BC CANADA	
Fairview Elementary School	Lake Charles	LA
Farmdale Elementary School	Los Angeles	CA
Felida Elementary School	Vancouver BC CANADA	
Force Elementary School	Denver	CO
Garden City Elementary School	Fort Pierce	FL
Garden Gate Elementary School	Cupertino	CA
Garfield Elementary School	Revere	MA
Giddings Elementary School	Washington DC	
Ginnings Elementary School	Denton	TX
Goodwood Elementary School	Baton Rouge	LA
Graytown Elementary School	Graytown	OH
Hall Fletcher Elementary School	Asheville	NC
Hattie Cotton Elementary School	Nashville	TN
Heim Elementary School	Williamsville	NY
Hemingway Elementary School	Ketchum	ID
Henry Clay Elementary School	Ashland	VA

Hemingway Elementary School	Ketchum	ID
Henry Clay Elementary School	Ashland	VA
Hickory Grove Elementary School	Bloomfield Hills	MI
High Meadow Elementary School	New Platz	NY
Highland Park Magnet Elementary Sch	Roanoke	VA
Holsenbeck Elementary School	Winder	GA
Indian Creek Elementary School	Indianapolis	IN
Indian Hill Primary School	Cincinnati	OH
J.B. Passmore Elementary School	San Antonio	TX
Jackson Elementary School	Fort Campbell	KY
James Madison Elementary School	Santa Ana	CA
Jefferson Elementary School	North Platte	NE
John M. Gandy Elementary School	Ashland	VA
John Tyler Elementary School	Hampton	VA
John Wayland Elementary School	Bridgewater	VA
Johnson County Primary School	Wrightsville	GA
L.D. McArthur Elementary School	Pensacola	FL
Laguna Road Elementary School	Fullerton	CA
Lamplighter School	Dallas	TX
Lee's Summit Elementary School	Lee's Summit	MO
Lincoln Elementary School - NE	North Platte	NE
Lincoln Elementary School - NJ	Wyckoff	NJ
Linnwood Elementary School	Lafayette	IN
Live Oak Elementary School	Live Oak	CA
MacArthur Elementary School	Daytona Beach	FL
Majestic-Knoxville Elementary Sch	Majestic	KY
Manaugh Elementary School	Cortez	CO
Manzanita Elementary School	Seaside	CA
Mapleton Elementary School	Boulder	CO
Marshall Elementary School	Fort Campbell	ky
McDonald Elementary School	North Platte	NE
Memorial-Spaulding Elementary Sch.	Newton Center	MA
Miami Elementary School	Lafayette	IN
Miller Learning-Research Center Sch	Northwestern	PA
Mission Estancia Elementary School	Encinitas	CA
Monangah Elementary School	Monangah	WV
Neil Armstrong Elementary School	Pittsburgh	PA
New Hope Elementary School	Chapel Hill	NC
Newman Elementary School	Salt Lake City	UT
Newton Elementary School	Newtonville	MA
Nimitz Elementary School	Cupertino	CA
North Cover Elementary School	Tomes River	NJ
North Dover Elementary School	Toms River	NJ
Ord Terrace Elementary School	Seaside	CA
Osgood Elementary School	North Platte	NE
Parkway Elementary School	Boone	NC
Patrick J. Kennedy Elementary Sch.	East Boston	MA
Pauline Johnston Elementary Sch.	West Vancouver BC, CANADA	
Peakview Elementary School	Cherry Creek, or Aurora	CO
Phillips Elementary School	Hampton	VA
Poe Elementary School	Houston	TX
Prairie Vista Elementary School	Mishawaka	IN
Prospect Elementary School	Oberlin	OH
Puner Elementary School	Morning View	KY
R.C. Waters Elementary School	Oak Harbor	OH

Ralph Bunche Elementary School	New York	NY
Relis Elementary School	Princeton	NJ
Rocky Ridge Elementary School	Rocky Ridge	OH
Sandez Elementary School	Omaha	NE
Santa Cruz Gardens Elementary Sch	Santa Cruz	CA
Seven Oaks Elementary School	Lacey	WA
Sharonville Elementary School	Cincinnati	OH
South Anna Elementary School	Montpelier	VA
South Pointe Elementary School	Miami Beach	FL
St. George's Elementary School	Montreal, Quebec, CANADA	
Templeton Elementary School	Bloomington	IN
Tropical Elementary School	Cocoa Beach	FL
Tuckers' Crossroads Elementary Sch	Lebanon	TN
Village Elementary School	Hilton	NY
Washington Ele. Sch. of Sci & Tech	Greensboro	NC
Washington Elementary School - CA	Covina	CA
Washington Elementary School - NE	North Platte	NE
Washington Elementary School - UT	Salt Lake City	UT
Webster Elementary School - Daytona	Daytona Beach	FL
Webster Elementary School - St. Aug	St. Augustine	FL
West Bay Elementary	West Vancouver BC, CANADA	
West Windsor-Plainsboro Upper Ele.	Plainsboro	NJ
Westwood Elementary School	Westlake	LA
Whittaker Elementary School	Orangeburg	SC
Whitwell Elementary School	Ironton	OH

MIDDLE SCHOOLS

Adams Middle School	North Platte	NE
Angevine Middle School	Boulder	CO
Blackstock Junior High School	Oxnard	CA
Box Elder School	Rocky Boy Reservation	MT
Brown Barge Middle School	Pensacola	FL
Caerro Vill Middle School	Orange	CA
Carnegie Middle School	Orangevale	CA
Carter Lawrence Middle School	Nashville	TN
Centennail Middle School	Boulder	CO
Charles M. Goethe Middle School	Sacramento	CA
Charlotte Middle School	Rochester	NY
Clarenville Middle School	Clarenville,NFLAND CANADA	
Clifton Middle School	Houston	TX
Concord Middle School	Concord	MA
Cutler Ridge Middle School	Miami	FL
Cuyahoga Valley Jnt. Vacational Sch	Brecksville	OH
Dalton Junior High School	Dalton	GA
Desert View Middle School	El Paso	TX
Ellis Middle School	Elgin	IL
F.M. Black Middle School	Houston	TX
Fisher Middle School	Los Gatos	CA
Flat Rock Middle School	Tyrone	GA
Frederick Douglass Academy	New York	NY
Glover Middle School	Spokane	WA
Grizzly Hill Millde School	Nevada City	CA
Hale Middle School	Stow	MA
Hally Middle School	Detroit	MI

Horace Mann Middle School	Miami	FL
Intermediate School 195	Harlem	NY
J.M. Alexander Junior High School	Huntersville	NC
James B. Davidson Middle School	San Rafael	CA
James Monroe Middle School	Eugene	OR
Jefferson Junior High School	Washington DC	
Jefferson Middle School	Eugene	OR
Johnston Middle School	Houston	TX
Juan Morel Campos Intermed Sch 71K	Brooklyn	NY
Junior High School 143	Bronx	NY
Junior High School 43	Harlem	NY
Junior High School 47 For the Deaf	New York	NY
Kelly De Vinci Middle School	Eugene	OR
Kennedy Junior High School	Cupertino	CA
LaCima Middle School	Tucson	AZ
Lake Highlands Junior High School	Dallas	TX
Lanier Middle School	Houston	TX
Leblanc Middle School	Lake Charles	LA
Lincoln Junior High School	Kensoha	WI
Live Oak Middle School	Live Oak	CA
Madison Elementary School	Everett	WA
Madison Middle School	North Platte	NE
Maitland Middle School	Maitland	FL
Mark Twain Junior-Senion High Sch.	San Diego	CA
Martin Luther King Middle School	Monterey	CA
Mesa View Middle School	Huntington Beach	CA
Moundsville Junior High School	Moundsville	WV
Noble Middle School	Detroit	MI
Noe Middle School	Louisville	KY
North Middle School	Omaha	NE
Oak Harbor Junior High School	Oak Harbor	OH
Pala Middle School	San Jose	CA
Patrick Healy Middle School	East Orange	NJ
Pentucket Regional Junior High Sch	West Newberry	MA
Pinckneyville Middle School	Norcross	GA
Robert E. Lee Middle School	Orlando	FL
Roberts Vaux Middle School	Phildelphia	PA
S.J. Welsh Middle School	Lake Charles	LA
Saturn School of Tomorrow	St. Paul	MN
Shaw Junior High School	Gorham	ME
Short Pump Middle School	Short Pump	VA
Steinbeck Middle School	San Jose	CA
SW Randolph Middle School	Asheboro	NC
Taft Middle School	Boston	MA
Thomas Alva Edison Middle School	Houston	TX
Thunder Ridge Middle School	Aurora	CO
Turner Middle School	Berthoud	CO
Upland Junior High School	Upland	CA
Upper Lab Middle School	New York	NY
Valley Middle School	Oakland	NJ
Van Buren Intermediate School	Stockton	CA
Washington Junior High School	St. Paul	MN
West Baybalon Junior High School	West Bayblon	NY
West Windsor-Plainsboro Middle Sch.	Plainsboro	NJ

Westview Middle School	Longmont	CO
Woodland Middle School	Taylor Mill	KY

HIGH SCHOOLS

A.B. Lucas Secondary School	London, Ontario, CANADA	
Abraham Clark High School	Roselle	NJ
Alan B. Shepard High School	Palos Heights	IL
Americus High School	Americus	GA
Andrew Jackson High School	Cambria Heights	NY
Anoka Senior High School	Anoka	MN
Atlee High School	Mechnaicsville	VA
Barbara Jordon High School	Houston	TX
Battle Ground High School	Battle Ground	WA
Bear River High School	Box Elder	VT
Beech Grove High School	Beech Grove	IN
Bethal Park Senior High School	Pittsburg	PA
Bethel High School	Hampton	VA
Beverly High School	Beverly	MA
Bloomington North High School	Bloomington	IN
Bloomington South High School	Bloomington	IN
Blue Ridge High School	Greer	SC
Boonton High School	Boonton	NJ
Box Elder High School	Box Elder	VT
Brandies High School	New York	NY
Brighton High School	Brighton	MA
Brunswick Senior High School	Lawrenceville	VA
Burleson High School	Burleson	TX
CA Academy of Mathematics & Science	Carson	CA
Capital High School	Santa Fe	NM
Carl Hayden Community High School	Phoenix	AZ
Cave Spring High School	Roanoke	VA
Center Senior High School	Kansas City	MO
Central Park East Secondary School	New York	NY
Central VA Gov.'s Sch. Sci. & Tech.	Lynchburg	VA
Chamberlain High Model Tech. School	Tampa	FL
Colonial Heights High School	Colonial Heights	VA
Cony High School	Augusta	ME
Coral Shores High School	Tavernier	FL
Cupertino High School	Cupertino	CA
Danville High School	Danville	IL
Davis High School	Houston	TX
Deerfield High School	Deerfield	IL
Eagan High School	Eagan	MN
East Mecklenburg High School	Charlotte	NC
Eastern High School	Greene County	IN
Edgewater High School	Orlando	FL
Edgewood High School	Eastville	IN
El Camino High School	San Franscisco	CA
Everett High School	Everett	WA
Fairview High School	Boulder	CO
Falls Church High School	Falls Church	VA
Far Rockaway High School	Queens	NY
Forest Hills Central High School	Grand Rapids	MI
Fox Chapel High School	Pittsburg	PA

Fullerton Union High School	Fullerton	CA
George Washington High School	Denver	CO
Glenbrook North High School	Northbrook	IL
Glenbrook South High School	Glenview	IL
Governor's Magnet Sch. for the Arts	Norfolk	VA
Grosse Ile High School	Grosse Ile	MI
Grove Creek High School	Box Elder	VT
Groves High School-Sci & Technology	Beverly Hills	CA
Hampton High School	Hampton	VA
High Technology High School	Marlboro	NJ
Highland Park Community High School	Grosse Ile	MI
Hinsdale Central High School	Hinsdale	IL
Homewood-Flossmoor High School	Flossmoor	IL
Hoover High School	San Diego	CA
Howard Career Center High School	Wilmington	DE
Hutchinson High School	Hutchinson	KS
Jefferson High School	Lafayette	IN
John F. Kennedy High School	New York	NY
John I. Leonard Community High Sch.	Lake Worth	FL
Kennebunk High School	Kennebunk	ME
Kenwood Academy	Chicago	IL
Lake Highlands High School	Richardson	TX
Lakes District Secondary School	Burns Lake, BC CANADA	
Lakewood High School	St. Petersburg	FL
Lincoln Preparatory High School	San Diego	CA
Lisle High School	Lisle	IL
Locke High School	Los Angeles	CA
Luther Burbank High School	Sacramento	CA
Lyons High School	Lyons	CO
Lyons Township High School	Legrange	IL
Machias High School	Machias	ME
Madera High School	Madera	CA
Maine East High School	Park Ridge	IL
Mainland Senior High School	Daytona Beach	FL
McCullough High School	The Woodlands	TX
Miami Central Senior High School	Miami	FL
Minlo-Atherton High School	Atherton	CA
Monta Vista Senior High School	Cupertino	CA
Monterey High School	Monterey	CA
New Trier High School	Winnetka	IL
Newton South High School	Boston	MA
North High School	Omaha	NE
North Kitsap High School	Poulsbo	WA
North Platte High School	North Platte	NE
Northeast High School	Oklahoma City	OK
Northwestern Intermediate High Sch.	Salt Lake City	UT
Oak Harbor High School	Oak Harbor	OH
Oceana High School	Pacifica	CA
Olathe East High School	Olathe	KS
Orangburg High School	Orangeburg	SC
Pacific View School	Encinitas	CA
Park Valley High School	Box Elder	VT
Pasadena High School	Pasadena	CA
Paul V. Moore High School	Central Square	NY
Penn-Harris-Madison High School	Mishawaka	IN

Pescadero High School	Pescadero	CA
Poquoson High School	Poquoson	VA
Prospect Heights High School	Brooklyn	NY
Queen Annes County High School	Centerville	MD
Rappahannock County High School	Sperryville	VA
Red Mountain High School	Mesa	AZ
Richards High School	Oak Lawn	IL
Ridge High School	Basking Ridge	NJ
Riverside High School	Greer	SC
Rowland High School	Los Angeles	CA
Santa Barbara High School	Santa Barbara	CA
Santa Fe Indian School	Santa Fe	NM
Schalomont High School	Schenectady	NY
Science High School	Newark	NJ
Seaholm High School	Birmingham	MI
Sentinel Secondary School	West Vancouver,BC, CANADA	
Sheepshead Bay High School	Brooklyn	NY
Sheldon High School	Eugene	OR
Shrewsbury High School	Shrewsbury	MA
Silver Creek High School	San Jose	CA
Souhegan High School	Amherst	NH
South Division High School	Milwaukee	WI
South Eugene High School	Eugene	OR
South Philadelphia High School	Philadelphia	PA
Southview High School	Lorain	OH
Spooner High School	Sponner	WI
St. Mark's High School	Wilmington	DE
St. Paul's City Academy	St. Paul	MN
Streamwood High School	Streamwood	IL
Stuyvesant High School	Manhattan	NY
T.C. Williams High School	Alexandria	VA
Taylor Middle-High School	Pierson	FL
Thayer Junior-Senior High School	Winchester	NH
Union Endicott High School	Endicott	NY
University Heights High School	New York	NY
Valley Stream North High School	Franklin Square	NY
Wareham High School	Wareham	MA
Watauga High School	Boone	NC
Watkins Mill High School	Rockville	MD
Waukesha South High School	Waukesha	WI
Waytaza High School	Wayzata	MN
West Anchorage High School	Anchorage	AK
West Chicago Community High School	West Chicago	IL
West Philadelphia High School	Philadelphia	PA
West Windsor-Plainsboro High School	Plainsboro	NJ
Western Albemarle High School	Crozet	VA
Westfield High School	Westfield	IN
Wickliffe High School	Wickliffe	OH
Wilkinson-Orangeburg High School	Orangeburg	SC

VARIED GRADE LEVEL SCHOOLS

American Indian Magnet School	St. Paul	MN
Belarmine School	San Jose	CA
Belridge School	McKittrick	CA

Bishop Strachan School	Toronto, Ontario CANADA	
Charles Armstrong School	Belmont	CA
Chief BUG-O-NAY-GE-SHIG School	Cass Lake	MN
Dalton School	New York	NY
David A. Ellis School	Roxbury	MA
Emerson School	Berkley	CA
Gardner Academy	San Jose	CA
Harmony School	Bloomington	IN
Hobson Public School	Hobson	MT
James W. Hennigan School	Jamaica Plain	MA
Lexington Center Sch. for the Deaf	Jackson Heights	NY
Lower Brule School	Lower Brule	SD
Maryland Home and Hospital School	Baltimore	MD
MAST Academy	Key Biscayne	FL
Metro School	Charlotte	NC
Mid-Peninsula Jewish Community Day	Palo Alto	CA
Mississippi Sch. for Math & Science	Columbus	MI
Montcrest School	Toronto, Ontario CANADA	
Nasemond-Suffolk Academy	Suffolk	VA
Newton North/Newton South School	Newtonville	MA
North Cross School	Roanoke	VA
North Dade Ctr Sch Modern Languages	Opa-locka	FL
Overbrook Education Center School	Philadelphia	PA
Peach Springs School	Peach Springs	AZ
Pembroke Hill School	Kansas City	MO
Pine Ridge School	Pine Ridge	PA
Public School 332	New York	NY
San Domenico School	San Anselmo	CA
Sarah Greenwood School	Dorchester	MA
School of the Future	New York	NY
Sidney Lanier School	Gainsville	FL
St. Matthias Catholic School	Somerset	NJ
St. Rita's School	Nepean, Ontario CANADA	
Waterford School	Sandy	UT
Woodbridge Academy	Lexington	KY

TECHNOLOGY CENTERS

Mission Reading Clinic	San Franscisco	CA
Special Ed. Technology Resource Ctr	400 The Fenway, Boston	MA
Special Education Technology Center	Fairfax	VA
Wilkerson Annex	Washington DC	

ACCESSIBLE TECHNOLOGIES/PROGRAMS

REPORT BY ACCESS: Buddy System

Abraham Clark High School	Roselle	NJ
Belridge School	McKittrick	CA
Boonton High School	Boonton	NJ
Frederick Douglass Academy	New York	NY
Garfield Elementary School	Revere	MA
Indian Creek Elementary School	Indianapolis	IN
Miami Elementary School	Lafayette	IN
Nimitz Elementary School	Cupertino	CA
North High School	Omaha	NE
Union Endicott High School	Endicott	NY
Webster Elementary School - Daytona	Daytona Beach	FL

REPORT BY ACCESS: Calculators

Garden City Elementary School	Fort Pierce	FL
Hinsdale Central High School	Hinsdale	IL
Lisle High School	Lisle	IL
Lyons Township High School	Legrange	IL
Manzanita Elementary School	Seaside	CA
Martin Luther King Middle School	Monterey	CA
Ord Terrace Elementary School	Seaside	CA
Souhegan High School	Amherst	NH
Waukesha South High School	Waukesha	WI
Webster Elementary School - St. Aug	St. Augustine	FL

REPORT BY ACCESS: Classroom Computer(s)

A.D. Henderson University School	Boca Raton	FL
A.P. Terhune Elementary School	Wayne	NJ
Adams Middle School	North Platte	NE
Allen Park Elementary School	Fort Meyers	FL
Belle Valley Elementary School	Erie	PA
Belridge School	McKittrick	CA
Bethel High School	Hampton	VA
Bluford Communications School	Greensboro	NC
Bluford Communications School	Greensboro	NC
Brunswick Senior High School	Lawrenceville	VA
Buffalo Elementary School	North Platte	NE
Captain Elementary School	Clayton	MO
Carroll Elementary School	Oak Harbor	OH
Carter Lawrence Middle School	Nashville	TN
Chamberlain High Model Tech. School	Tampa	FL
Charles M. Goethe Middle School	Sacramento	CA
Cicero Elementary School	Syracuse	NY
Cleveland Elementary School	Cleveland	NY
Cody Elementary School	North Platte	NE
Cutler Ridge Middle School	Miami	FL
Eagan High School	Eagan	MN
Edward Kemble Elementary School	Sacramento	CA
Eisenhower Elementary School	North Platte	NE

F.M. Black Middle School	Houston	TX
Fullerton Union High School	Fullerton	CA
Garden City Elementary School	Fort Pierce	FL
Garfield Elementary School	Revere	MA
Graytown Elementary School	Graytown	OH
Hall Fletcher Elementary School	Asheville	NC
Hattie Cotton Elementary School	Nashville	TN
Highland Park Magnet Elementary Sch	Roanoke	VA
Indian Creek Elementary School	Indianapolis	IN
Jackson Elementary School	Fort Campbell	KY
Jefferson Elementary School	North Platte	NE
John I. Leonard Community High Sch.	Lake Worth	FL
L.D. McArthur Elementary School	Pensacola	FL
Lamplighter School	Dallas	TX
Lincoln Elementary School - NE	North Platte	NE
Linnwood Elementary School	Lafayette	IN
Luther Burbank High School	Sacramento	CA
Madison Middle School	North Platte	NE
Majestic-Knoxville Elementary Sch	Majestic	KY
McDonald Elementary School	North Platte	NE
Miami Central Senior High School	Miami	FL
North Dade Ctr Sch Modern Languages	Opa-locka	FL
North Platte High School	North Platte	NE
Oak Harbor High School	Oak Harbor	OH
Osgood Elementary School	North Platte	NE
Prospect Elementary School	Oberlin	OH
R.C. Waters Elementary School	Oak Harbor	OH
Ralph Bunche Elementary School	New York	NY
Rappahannock County High School	Sperryville	VA
Rocky Ridge Elementary School	Rocky Ridge	OH
Saturn School of Tomorrow	St. Paul	MN
Seven Oaks Elementary School	Lacey	WA
Short Pump Middle School	Short Pump	VA
South Pointe Elementary School	Miami Beach	FL
Stuyvesant High School	Manhattan	NY
Washington Elementary School - NE	North Platte	NE
Woodland Middle School	Taylor Mill	KY

REPORT BY ACCESS: Closed-circuit Television

Belle Valley Elementary School	Erie	PA
Belridge School	McKittrick	CA
Brown Barge Middle School	Pensacola	FL
Brunswick Senior High School	Lawrenceville	VA
Chamberlain High Model Tech. School	Tampa	FL
Cutler Ridge Middle School	Miami	FL
Eagan High School	Eagan	MN
Garden City Elementary School	Fort Pierce	FL
Highland Park Magnet Elementary Sch	Roanoke	VA
J.M. Alexander Junior High School	Huntersville	NC
L.D. McArthur Elementary School	Pensacola	FL
Lakewood High School	St. Petersburg	FL
Marshall Elementary School	Fort Campbell	ky
Penn-Harris-Madison High School	Mishawaka	IN

Short Pump Middle School	Short Pump	VA
Webster Elementary School	Daytona Beach	FL

REPORT BY ACCESS: Electronic mail

Abraham Clark High School	Roselle	NJ
Beech Grove High School	Beech Grove	IN
Bethel High School	Hampton	VA
Bloomington North High School	Bloomington	IN
Bloomington South High School	Bloomington	IN
Bluford Communications School	Greensboro	NC
Boonton High School	Boonton	NJ
Box Elder School	Rocky Boy Reservation	MT
C.P. Smith School	Burlington	VT
Centennail Middle School	Boulder	CO
Clarenville Middle School	Clarenville,NFLAND CANADA	
Columbine Elementary School	Boulder	CO
Eastern High School	Greene County	IN
Edgewood High School	Eastville	IN
Felida Elementary School	Vancouver BC CANADA	
Forest Hills Central High School	Grand Rapids	MI
Fullerton Union High School	Fullerton	CA
Garfield Elementary School	Revere	MA
Grosse Ile High School	Grosse Ile	MI
Harmony School	Bloomington	IN
Highland Park Community High School	Grosse Ile	MI
Highland Park Magnet Elementary Sch	Roanoke	VA
Hobson Public School	Hobson	MT
Indian Creek Elementary School	Indianapolis	IN
John I. Leonard Community High Sch.	Lake Worth	FL
Juan Morel Campos Intermed Sch 71K	Brooklyn	NY
Kennebunk High School	Kennebunk	ME
Lower Brule School	Lower Brule	SD
MacArthur Elementary School	Daytona Beach	FL
Maine East High School	Park Ridge	IL
Maitland Middle School	Maitland	FL
Mapleton Elementary School	Boulder	CO
Moundsville Junior High School	Moundsville	WV
North Cross School	Roanoke	VA
North Dover Elementary School	Toms River	NJ
Northeast High School	Oklahoma City	OK
Pacific View School	Encinitas	CA
Ralph Bunche Elementary School	New York	NY
Rappahannock County High School	Sperryville	VA
Ridge High School	Basking Ridge	NJ
Sandez Elementary School	Omaha	NE
Schalomont High School	Schenectady	NY
Short Pump Middle School	Short Pump	VA
St. Matthias Catholic School	Somerset	NJ
Stuyvesant High School	Manhattan	NY
Taft Middle School	Boston	MA
Taylor Middle-High School	Pierson	FL
Templeton Elementary School	Bloomington	IN
Valley Middle School	Oakland	NJ

Village Elementary School	Hilton	NY
Webster Elementary School - Daytona	Daytona Beach	FL
Webster Elementary School - St. Aug	St. Augustine	FL
West Windsor-Plainsboro Upper Ele.	Plainsboro	NJ
Westwood Elementary School	Westlake	LA

REPORT BY ACCESS: Laptops

Abraham Clark High School	Roselle	NJ
Blackstock Junior High School	Oxnard	CA
Boonton High School	Boonton	NJ
Capital High School	Santa Fe	NM
Chamberlain High Model Tech. School	Tampa	FL
Edgewater High School	Orlando	FL
Frederick Douglass Academy	New York	NY
Garfield Elementary School	Revere	MA
Hutchinson High School	Hutchinson	KS
John I. Leonard Community High Sch.	Lake Worth	FL
Mark Twain Junior-Senion High Sch.	San Diego	CA
Monterey High School	Monterey	CA
Pinckneyville Middle School	Norcross	GA
Taylor Middle-High School	Pierson	FL
Thayer Junior-Senior High School	Winchester	NH

REPORT BY ACCESS: School-wide network

Adams Middle School	North Platte	NE
Andrea Robinson Elementary School	Jacksonville	FL
Beaverdam Elementary School	Beaverdam	VA
Beech Grove High School	Beech Grove	IN
Bethel High School	Hampton	VA
Brown Barge Middle School	Pensacola	FL
Brunswick Senior High School	Lawrenceville	VA
Buffalo Elementary School	North Platte	NE
Carl Hayden Community High School	Phoenix	AZ
Carroll Elementary School	Oak Harbor	OH
Carter Lawrence Middle School	Nashville	TN
Chamberlain High Model Tech. School	Tampa	FL
Charles M. Goethe Middle School	Sacramento	CA
Charlotte Middle School	Rochester	NY
Cicero Elementary School	Syracuse	NY
Cleveland Elementary School	Cleveland	NY
Cody Elementary School	North Platte	NE
Concord Road Elementary School	Southern Winchester Co.	NY
Cutler Ridge Middle School	Miami	FL
Eagan High School	Eagan	MN
East Elementary School	Athens	OH
Edgewater High School	Orlando	FL
Edward Kemble Elementary School	Sacramento	CA
Eisenhower Elementary School	North Platte	NE
Everett High School	Everett	WA
Forest Hills Central High School	Grand Rapids	MI
Garfield Elementary School	Revere	MA
Glenbrook South High School	Glenview	IL

Hattie Cotton Elementary School	Nashville	TN
Highland Park Magnet Elementary Sch	Roanoke	VA
Homewood-Flossmoor High School	Flossmoor	IL
Horace Mann Middle School	Miami	FL
Indian Creek Elementary School	Indianapolis	IN
Jackson Elementary School	Fort Campbell	KY
Jefferson Elementary School	North Platte	NE
John I. Leonard Community High Sch.	Lake Worth	FL
Junior High School 143	Bronx	NY
Kennedy Junior High School	Cupertino	CA
L.D. McArthur Elementary School	Pensacola	FL
Lake Highlands High School	Richardson	TX
Lake Highlands Junior High School	Dallas	TX
Lakewood High School	St. Petersburg	FL
Lincoln Elementary School - NE	North Platte	NE
Luther Burbank High School	Sacramento	CA
Lyons High School	Lyons	CO
MAST Academy	Key Biscayne	FL
MacArthur Elementary School	Daytona Beach	FL
Madison Middle School	North Platte	NE
McDonald Elementary School	North Platte	NE
Miami Central Senior High School	Miami	FL
Monterey High School	Monterey	CA
New Hope Elementary School	Chapel Hill	NC
North Platte High School	North Platte	NE
Oak Harbor High School	Oak Harbor	OH
Ord Terrace Elementary School	Seaside	CA
Osgood Elementary School	North Platte	NE
Paul V. Moore High School	Central Square	NY
Peakview Elementary School	Cherry Creek, or Aurora	CO
Penn-Harris-Madison High School	Mishawaka	IN
Ralph Bunche Elementary School	New York	NY
Rappahannock County High School	Sperryville	VA
SW Randolph Middle School	Asheboro	NC
Saturn School of Tomorrow	St. Paul	MN
Sentinel Secondary School	West Vancouver,BC, CANADA	
Seven Oaks Elementary School	Lacey	WA
Short Pump Middle School	Short Pump	VA
Souhegan High School	Amherst	NH
South Division High School	Milwaukee	WI
South Eugene High School	Eugene	OR
South Pointe Elementary School	Miami Beach	FL
Stuyvesant High School	Manhattan	NY
Thunder Ridge Middle School	Aurora	CO
Union Endicott High School	Endicott	NY
Washington Elementary School - NE	North Platte	NE
Webster Elementary School - Daytona	Daytona Beach	FL
Webster Elementary School - St. Aug	St. Augustine	FL
West Chicago Community High School	West Chicago	IL
Woodland Middle School	Taylor Mill	KY

REPORT BY ACCESS: Student checkout

Clifton Middle School	Houston	TX
Desert View Middle School	El Paso	TX
Edgewater High School	Orlando	FL
Frederick Douglass Academy	New York	NY
Hutchinson High School	Hutchinson	KS
John I. Leonard Community High Sch.	Lake Worth	FL
Johnston Middle School	Houston	TX
Lanier Middle School	Houston	TX
Prospect Elementary School	Oberlin	OH
Rappahannock County High School	Sperryville	VA

REPORT BY ACCESS: Teacher checkout

Charles M. Goethe Middle School	Sacramento	CA
Chinook Elementary School	Vancouver, BC CANADA	
Edward Kemble Elementary School	Sacramento	CA
Highland Park Magnet Elementary Sch	Roanoke	VA
John I. Leonard Community High Sch.	Lake Worth	FL
Maryland Home and Hospital School	Baltimore	MD

REPORT BY ACCESS: Voice Mail

Beech Grove High School	Beech Grove	IN
Desert View Middle School	El Paso	TX
Eagan High School	Eagan	MN
West Bay Elementary	West Vancouver BC, CANADA	

REPORT BY TECHNOLOGY FOCUS

REPORT BY TECHNOLOGY FOCUS: Audio Tape

College Oaks Elementary School	Lake Charles	LA
Colonial Heights High School	Colonial Heights	VA
Cuyahoga Valley Jnt. Vacational Sch	Brecksville	OH
East Elementary School	Athens	OH
Garden City Elementary School	Fort Pierce	FL
Garfield Elementary School	Revere	MA
L.D. McArthur Elementary School	Pensacola	FL
Lakewood High School	St. Petersburg	FL
Saturn School of Tomorrow	St. Paul	MN

REPORT BY TECHNOLOGY FOCUS: Calculators

Garden City Elementary School	Fort Pierce	FL
Hinsdale Central High School	Hinsdale	IL
Lisle High School	Lisle	IL
Lyons Township High School	Legrange	IL
Manzanita Elementary School	Seaside	CA
Martin Luther King Middle School	Monterey	CA
Ord Terrace Elementary School	Seaside	CA
Souhegan High School	Amherst	NH
Waukesha South High School	Waukesha	WI
Webster Elementary School - St. Aug	St. Augustine	FL

REPORT BY TECHNOLOGY FOCUS: Camcorder

Brown Barge Middle School	Pensacola	FL
Charles M. Goethe Middle School	Sacramento	CA
College Oaks Elementary School	Lake Charles	LA
Dalton Junior High School	Dalton	GA
Edward Kemble Elementary School	Sacramento	CA
Fairview Elementary School	Lake Charles	LA
Flat Rock Middle School	Tyrone	GA
Hemingway Elementary School	Ketchum	ID
LaCima Middle School	Tucson	AZ
Linnwood Elementary School	Lafayette	IN
Live Oak Elementary School	Live Oak	CA
McCullough High School	The Woodlands	TX
Miami Elementary School	Lafayette	IN
North Cover Elementary School	Tomes River	NJ
School of the Future	New York	NY
Washington Junior High School	St. Paul	MN
Webster Elementary School - St. Aug	St. Augustine	FL
West Chicago Community High School	West Chicago	IL

REPORT BY TECHNOLOGY FOCUS: Computer

A.B. Lucas Secondary School	London, Ontario, CANADA	
A.D. Henderson University School	Boca Raton	FL
A.E. Burdick Elementary School	Milwaukee	WI
A.P. Terhune Elementary School	Wayne	NJ
A.P. Terhune Elementary School	Wayne	NJ
Abraham Clark High School	Roselle	NJ
Adams Middle School	North Platte	NE

Alan B. Shepard High School	Palos Heights	IL
Allen Park Elementary School	Fort Meyers	FL
American Indian Magnet School	St. Paul	MN
Americus High School	Americus	GA
Andrea Robinson Elementary School	Jacksonville	FL
Andrew Jackson High School	Cambria Heights	NY
Anoka Senior High School	Anoka	MN
Battle Ground High School	Battle Ground	WA
Beaverdam Elementary School	Beaverdam	VA
Beech Grove High School	Beech Grove	IN
Belle Valley Elementary School	Erie	PA
Belridge School	McKittrick	CA
Bethal Park Senior High School	Pittsburg	PA
Bethel High School	Hampton	VA
Beverly High School	Beverly	MA
Bishop Strachan School	Toronto, Ontario CANADA	
Blackstock Junior High School	Oxnard	CA
Blowing Rock Elementary School	Blowing Rock	NC
Blue Ridge High School	Greer	SC
Bluford Communications School	Greensboro	NC
Boonton High School	Boonton	NJ
Box Elder School	Rocky Boy Reservation	MT
Brown Barge Middle School	Pensacola	FL
Brunswick Senior High School	Lawrenceville	VA
Buffalo Elementary School	North Platte	NE
C.P. Smith School	Burlington	VT
CA Academy of Mathematics & Science	Carson	CA
Capital High School	Santa Fe	NM
Captain Elementary School	Clayton	MO
Carl Hayden Community High School	Phoenix	AZ
Carmichaels Area Elementary Center	Carmichaels	PA
Carroll Elementary School	Oak Harbor	OH
Carter Lawrence Middle School	Nashville	TN
Center Senior High School	Kansas City	MO
Chamberlain High Model Tech. School	Tampa	FL
Charles Armstrong School	Belmont	CA
Charles M. Goethe Middle School	Sacramento	CA
Charlotte Middle School	Rochester	NY
Cicero Elementary School	Syracuse	NY
Cleveland Elementary School	Cleveland	NY
Clifton Middle School	Houston	TX
Cody Elementary School	North Platte	NE
College Oaks Elementary School	Lake Charles	LA
Colonial Heights High School	Colonial Heights	VA
Concord Middle School	Concord	MA
Concord Road Elementary School	Southern Winchester Co.	NY
Cony High School	Augusta	ME
Coral Shores High School	Tavernier	FL
Crockett Elementary School	Houston	TX
Cupertino High School	Cupertino	CA
Cutler Ridge Middle School	Miami	FL
Cuyahoga Valley Jnt. Vacational Sch	Brecksville	OH
Dalton Junior High School	Dalton	GA
Danville High School	Danville	IL
Davis High School	Houston	TX

Deering Elementary School	Ironton	OH
Desert View Middle School	El Paso	TX
Dream Lake Elementary School	Apopka	FL
Eagan High School	Eagan	MN
East Dale Elementary School	Fairmont	WV
East Elementary School	Athens	OH
East Mecklenburg High School	Charlotte	NC
Eastern High School	Greene County	IN
Edenbvale Elementary School	San Jose	CA
Edgewater High School	Orlando	FL
Edward Kemble Elementary School	Sacramento	CA
Eisenhower Elementary School	North Platte	NE
El Camino High School	San Franscisco	CA
Ellis Middle School	Elgin	IL
Everett High School	Everett	WA
F.M. Black Middle School	Houston	TX
Fairview Elementary School	Lake Charles	LA
Felida Elementary School	Vancouver BC CANADA	
Fisher Middle School	Los Gatos	CA
Flat Rock Middle School	Tyrone	GA
Force Elementary School	Denver	CO
Forest Hills Central High School	Grand Rapids	MI
Fox Chapel High School	Pittsburg	PA
Frederick Douglass Academy	New York	NY
Fullerton Union High School	Fullerton	CA
Garden City Elementary School	Fort Pierce	FL
Gardner Academy	San Jose	CA
Garfield Elementary School	Revere	MA
George Washington High School	Denver	CO
Giddings Elementary School	Washington DC	
Ginnings Elementary School	Denton	TX
Glenbrook South High School	Glenview	IL
Goodwood Elementary School	Baton Rouge	LA
Graytown Elementary School	Graytown	OH
Grizzly Hill Millde School	Nevada City	CA
Grosse Ile High School	Grosse Ile	MI
Hale Middle School	Stow	MA
Hally Middle School	Detroit	MI
Hattie Cotton Elementary School	Nashville	TN
Heim Elementary School	Williamsville	NY
Hemingway Elementary School	Ketchum	ID
Henry Clay Elementary School	Ashland	VA
Hickory Grove Elementary School	Bloomfield Hills	MI
High Meadow Elementary School	New Platz	NY
Highland Park Community High School	Grosse Ile	MI
Highland Park Magnet Elementary Sch	Roanoke	VA
Hobson Public School	Hobson	MT
Homewood-Flossmoor High School	Flossmoor	IL
Horace Mann Middle School	Miami	FL
Howard Career Center High School	Wilmington	DE
Hutchinson High School	Hutchinson	KS
Indian Creek Elementary School	Indianapolis	IN
Indian Hill Primary School	Cincinnati	OH
Intermediate School 195	Harlem	NY
J.B. Passmore Elementary School	San Antonio	TX

J.M. Alexander Junior High School	Huntersville	NC
James B. Davidson Middle School	San Rafael	CA
James Madison Elementary School	Santa Ana	CA
Jefferson Elementary School	North Platte	NE
Jefferson High School	Lafayette	IN
Jefferson Junior High School	Washington DC	
John I. Leonard Community High Sch.	Lake Worth	FL
John M. Gandy Elementary School	Ashland	VA
John Tyler Elementary School	Hampton	VA
John Wayland Elementary School	Bridgewater	VA
Johnston Middle School	Houston	TX
Junior High School 143	Bronx	NY
Junior High School 43	Harlem	NY
Junior High School 47 For the Deaf	New York	NY
Kelly De Vinci Middle School	Eugene	OR
Kenwood Academy	Chicago	IL
L.D. McArthur Elementary School	Pensacola	FL
Lakewood High School	St. Petersburg	FL
Lamplighter School	Dallas	TX
Lanier Middle School	Houston	TX
Lee's Summit Elementary School	Lee's Summit	MO
Lexington Center Sch. for the Deaf	Jackson Heights	NY
Lincoln Preparatory High School	San Diego	CA
Linnwood Elementary School	Lafayette	IN
Live Oak Elementary School	Live Oak	CA
Lower Brule School	Lower Brule	SD
Luther Burbank High School	Sacramento	CA
Lyons High School	Lyons	CO
MAST Academy	Key Biscayne	FL
MacArthur Elementary School	Daytona Beach	FL
Madera High School	Madera	CA
Madison Middle School	North Platte	NE
Maine East High School	Park Ridge	IL
Mainland Senior High School	Daytona Beach	FL
Majestic-Knoxville Elementary Sch	Majestic	KY
Manaugh Elementary School	Cortez	CO
Manzanita Elementary School	Seaside	CA
Mark Twain Junior-Senion High Sch.	San Diego	CA
Martin Luther King Middle School	Monterey	CA
Maryland Home and Hospital School	Baltimore	MD
McCullough High School	The Woodlands	TX
McDonald Elementary School	North Platte	NE
Miami Central Senior High School	Miami	FL
Miami Elementary School	Lafayette	IN
Mid-Peninsula Jewish Community Day	Palo Alto	CA
Minlo-Atherton High School	Atherton	CA
Mission Estancia Elementary School	Encinitas	CA
Monangah Elementary School	Monangah	WV
Monterey High School	Monterey	CA
Moundsville Junior High School	Moundsville	WV
Neil Armstrong Elementary School	Pittsburgh	PA
Newman Elementary School	Salt Lake City	UT
Newton North/Newton South School	Newtonville	MA
Nimitz Elementary School	Cupertino	CA
Noble Middle School	Detroit	MI

Noe Middle School	Louisville	KY
North Cover Elementary School	Tomes River	NJ
North Cross School	Roanoke	VA
North Dade Ctr Sch Modern Languages	Opa-locka	FL
North High School	Omaha	NE
North Kitsap High School	Poulsbo	WA
North Middle School	Omaha	NE
North Platte High School	North Platte	NE
Oak Harbor High School	Oak Harbor	OH
Oak Harbor Junior High School	Oak Harbor	OH
Ord Terrace Elementary School	Seaside	CA
Osgood Elementary School	North Platte	NE
Overbrook Education Center School	Philadelphia	PA
Pala Middle School	San Jose	CA
Parkway Elementary School	Boone	NC
Pasadena High School	Pasadena	CA
Patrick Healy Middle School	East Orange	NJ
Paul V. Moore High School	Central Square	NY
Penn-Harris-Madison High School	Mishawaka	IN
Pescadero High School	Pescadero	CA
Phillips Elementary School	Hampton	VA
Pinckneyville Middle School	Norcross	GA
Pine Ridge School	Pine Ridge	PA
Prospect Elementary School	Oberlin	OH
Prospect Heights High School	Brooklyn	NY
Public School 332	New York	NY
Puner Elementary School	Morning View	KY
R.C. Waters Elementary School	Oak Harbor	OH
Ralph Bunche Elementary School	New York	NY
Rappahannock County High School	Sperryville	VA
Relis Elementary School	Princeton	NJ
Richards High School	Oak Lawn	IL
Robert E. Lee Middle School	Orlando	FL
Roberts Vaux Middle School	Phildelphia	PA
Rocky Ridge Elementary School	Rocky Ridge	OH
Rowland High School	Los Angeles	CA
S.J. Welsh Middle School	Lake Charles	LA
Santa Fe Indian School	Santa Fe	NM
Saturn School of Tomorrow	St. Paul	MN
School of the Future	New York	NY
Science High School	Newark	NJ
Seaholm High School	Birmingham	MI
Sentinel Secondary School	West Vancouver,BC, CANADA	
Seven Oaks Elementary School	Lacey	WA
Sharonville Elementary School	Cincinnati	OH
Shaw Junior High School	Gorham	ME
Sheepshead Bay High School	Brooklyn	NY
Sheldon High School	Eugene	OR
Short Pump Middle School	Short Pump	VA
Shrewsbury High School	Shrewsbury	MA
Sidney Lanier School	Gainsville	FL
Silver Creek High School	San Jose	CA
Souhegan High School	Amherst	NH
South Anna Elementary School	Montpelier	VA
South Division High School	Milwaukee	WI

South Eugene High School	Eugene	OR
South Philadelphia High School	Philadelphia	PA
South Pointe Elementary School	Miami Beach	FL
Spooner High School	Sponner	WI
St. George's Elementary School	Montreal, Quebec, CANADA	
St. Mark's High School	Wilmington	DE
Steinbeck Middle School	San Jose	CA
Stuyvesant High School	Manhattan	NY
T.C. Williams High School	Alexandria	VA
Taft Middle School	Boston	MA
Taylor Middle-High School	Pierson	FL
Thayer Junior-Senior High School	Winchester	NH
Thomas Alva Edison Middle School	Houston	TX
Thunder Ridge Middle School	Aurora	CO
Turner Middle School	Berthoud	CO
Union Endicott High School	Endicott	NY
Upper Lab Middle School	New York	NY
Valley Stream North High School	Franklin Square	NY
Washington Ele. Sch. of Sci & Tech	Greensboro	NC
Washington Elementary School - CA	Covina	CA
Washington Elementary School - NE	North Platte	NE
Washington Elementary School - UT	Salt Lake City	UT
Washington Junior High School	St. Paul	MN
Watauga High School	Boone	NC
Watkins Mill High School	Rockville	MD
Webster Elementary School - Daytona	Daytona Beach	FL
Webster Elementary School - St. Aug	St. Augustine	FL
West Anchorage High School	Anchorage	AK
West Bay Elementary	West Vancouver BC, CANADA	
West Baybalon Junior High School	West Bayblon	NY
West Philadelphia High School	Philadelphia	PA
West Windsor-Plainsboro High School	Plainsboro	NJ
West Windsor-Plainsboro Middle Sch.	Plainsboro	NJ
West Windsor-Plainsboro Upper Ele.	Plainsboro	NJ
Western Albemarle High School	Crozet	VA
Westview Middle School	Longmont	CO
Westwood Elementary School	Westlake	LA
Whitwell Elementary School	Ironton	OH
Wickliffe High School	Wickliffe	OH
Woodbridge Academy	Lexington	KY
Woodland Middle School	Taylor Mill	KY

REPORT BY TECHNOLOGY FOCUS: Distance learning

Bear River High School	Box Elder	VT
Beech Grove High School	Beech Grove	IN
Bloomington North High School	Bloomington	IN
Bloomington South High School	Bloomington	IN
Box Elder High School	Box Elder	VT
Clarenville Middle School	Clarenville,NFLAND CANADA	
Eagan High School	Eagan	MN
Eastern High School	Greene County	IN
Edgewood High School	Eastville	IN
Forest Hills Central High School	Grand Rapids	MI

Garfield Elementary School	Revere	MA
Grove Creek High School	Box Elder	VT
Harmony School	Bloomington	IN
Hemingway Elementary School	Ketchum	ID
Highland Park Magnet Elementary Sch	Roanoke	VA
Hoover High School	San Diego	CA
Jefferson Middle School	Eugene	OR
John I. Leonard Community High Sch.	Lake Worth	FL
John Wayland Elementary School	Bridgewater	VA
Juan Morel Campos Intermed Sch 71K	Brooklyn	NY
L.D. McArthur Elementary School	Pensacola	FL
Lincoln Elementary School - NJ	Wyckoff	NJ
Live Oak Middle School	Live Oak	CA
Lyons High School	Lyons	CO
Monterey High School	Monterey	CA
Moundsville Junior High School	Moundsville	WV
Northeast High School	Oklahoma City	OK
Oak Harbor Junior High School	Oak Harbor	OH
Park Valley High School	Box Elder	VT
Pentucket Regional Junior High Sch	West Newberry	MA
Pinckneyville Middle School	Norcross	GA
Ralph Bunche Elementary School	New York	NY
Rappahannock County High School	Sperryville	VA
Ridge High School	Basking Ridge	NJ
S.J. Welsh Middle School	Lake Charles	LA
Schalomont High School	Schenectady	NY
Short Pump Middle School	Short Pump	VA
Shrewsbury High School	Shrewsbury	MA
St. Matthias Catholic School	Somerset	NJ
Stuyvesant High School	Manhattan	NY
Templeton Elementary School	Bloomington	IN
Valley Middle School	Oakland	NJ
Valley Stream North High School	Franklin Square	NY
Webster Elementary School - St. Aug	St. Augustine	FL
Westfield High School	Westfield	IN

REPORT BY TECHNOLOGY FOCUS: Instructional TV

Beech Grove High School	Beech Grove	IN
Belle Valley Elementary School	Erie	PA
Brunswick Senior High School	Lawrenceville	VA
Caerro Vill Middle School	Orange	CA
Cutler Ridge Middle School	Miami	FL
Deering Elementary School	Ironton	OH
Eagan High School	Eagan	MN
East Elementary School	Athens	OH
Garfield Elementary School	Revere	MA
Highland Park Magnet Elementary Sch	Roanoke	VA
Jefferson Middle School	Eugene	OR
L.D. McArthur Elementary School	Pensacola	FL
Monterey High School	Monterey	CA
Oak Harbor Junior High School	Oak Harbor	OH
Penn-Harris-Madison High School	Mishawaka	IN
Short Pump Middle School	Short Pump	VA

Thunder Ridge Middle School	Aurora	CO
Washington Elementary School - CA	Covina	CA
Watauga High School	Boone	NC
Whitwell Elementary School	Ironton	OH

REPORT BY TECHNOLOGY FOCUS: Laser Disc

Belle Valley Elementary School	Erie	PA
Belridge School	McKittrick	CA
Beverly High School	Beverly	MA
Bluford Communications School	Greensboro	NC
Brown Barge Middle School	Pensacola	FL
Brunswick Senior High School	Lawrenceville	VA
Carroll Elementary School	Oak Harbor	OH
Chamberlain High Model Tech. School	Tampa	FL
Charles M. Goethe Middle School	Sacramento	CA
Clifton Middle School	Houston	TX
Colonial Heights High School	Colonial Heights	VA
Coral Shores High School	Tavernier	FL
Cuyahoga Valley Jnt. Vacational Sch	Brecksville	OH
Deering Elementary School	Ironton	OH
Eagan High School	Eagan	MN
East Dale Elementary School	Fairmont	WV
East Elementary School	Athens	OH
East Mecklenburg High School	Charlotte	NC
Edward Kemble Elementary School	Sacramento	CA
Fairview Elementary School	Lake Charles	LA
Fisher Middle School	Los Gatos	CA
Forest Hills Central High School	Grand Rapids	MI
Garden City Elementary School	Fort Pierce	FL
Graytown Elementary School	Graytown	OH
Hemingway Elementary School	Ketchum	ID
Highland Park Magnet Elementary Sch	Roanoke	VA
Homewood-Flossmoor High School	Flossmoor	IL
Homewood-Flossmoor High School	Flossmoor	IL
J.M. Alexander Junior High School	Huntersville	NC
Jackson Elementary School	Fort Campbell	KY
John I. Leonard Community High Sch.	Lake Worth	FL
Lee's Summit Elementary School	Lee's Summit	MO
Luther Burbank High School	Sacramento	CA
Monangah Elementary School	Monangah	WV
Oak Harbor High School	Oak Harbor	OH
Oak Harbor Junior High School	Oak Harbor	OH
R.C. Waters Elementary School	Oak Harbor	OH
Relis Elementary School	Princeton	NJ
Rocky Ridge Elementary School	Rocky Ridge	OH
S.J. Welsh Middle School	Lake Charles	LA
Saturn School of Tomorrow	St. Paul	MN
Short Pump Middle School	Short Pump	VA
Washington Ele. Sch. of Sci & Tech	Greensboro	NC
Washington Elementary School - CA	Covina	CA
Webster Elementary School - St. Aug	St. Augustine	FL
Whitwell Elementary School	Ironton	OH

REPORT BY TECHNOLOGY FOCUS: Multimedia

Adams Middle School	North Platte	NE
American Indian Magnet School	St. Paul	MN
Andrea Robinson Elementary School	Jacksonville	FL
Battle Ground High School	Battle Ground	WA
Beech Grove High School	Beech Grove	IN
Belarmine School	San Jose	CA
Belle Valley Elementary School	Erie	PA
Belridge School	McKittrick	CA
Beverly High School	Beverly	MA
Blackstock Junior High School	Oxnard	CA
Blowing Rock Elementary School	Blowing Rock	NC
Blue Ridge High School	Greer	SC
Bluford Communications School	Greensboro	NC
Brown Barge Middle School	Pensacola	FL
Buffalo Elementary School	North Platte	NE
Caerro Vill Middle School	Orange	CA
Carl Hayden Community High School	Phoenix	AZ
Charles M. Goethe Middle School	Sacramento	CA
Chief BUG-O-NAY-GE-SHIG School	Cass Lake	MN
Chinook Elementary School	Vancouver, BC CANADA	
Cody Elementary School	North Platte	NE
Coral Shores High School	Tavernier	FL
Crockett Elementary School	Houston	TX
Cuyahoga Valley Jnt. Vacational Sch	Brecksville	OH
Dalton School	New York	NY
East Dale Elementary School	Fairmont	WV
East Mecklenburg High School	Charlotte	NC
Edgewater High School	Orlando	FL
Edward Kemble Elementary School	Sacramento	CA
Eisenhower Elementary School	North Platte	NE
Everett High School	Everett	WA
Flat Rock Middle School	Tyrone	GA
Forest Hills Central High School	Grand Rapids	MI
Garfield Elementary School	Revere	MA
Giddings Elementary School	Washington DC	
Goodwood Elementary School	Baton Rouge	LA
Grosse Ile High School	Grosse Ile	MI
Highland Park Community High School	Grosse Ile	MI
Hoover High School	San Diego	CA
Howard Career Center High School	Wilmington	DE
Indian Creek Elementary School	Indianapolis	IN
Intermediate School 195	Harlem	NY
James B. Davidson Middle School	San Rafael	CA
Jefferson Elementary School	North Platte	NE
John I. Leonard Community High Sch.	Lake Worth	FL
John Wayland Elementary School	Bridgewater	VA
Johnson County Primary School	Wrightsville	GA
Junior High School 43	Harlem	NY
L.D. McArthur Elementary School	Pensacola	FL
Lakes District Secondary School	Burns Lake, BC CANADA	
Lakewood High School	St. Petersburg	FL
Lee's Summit Elementary School	Lee's Summit	MO
Lincoln Elementary School - NE	North Platte	NE

Lincoln Junior High School	Kensoha	WI
Live Oak Elementary School	Live Oak	CA
Locke High School	Los Angeles	CA
Luther Burbank High School	Sacramento	CA
Lyons High School	Lyons	CO
Madison Middle School	North Platte	NE
Mainland Senior High School	Daytona Beach	FL
Manzanita Elementary School	Seaside	CA
Marshall Elementary School	Fort Campbell	ky
Martin Luther King Middle School	Monterey	CA
McDonald Elementary School	North Platte	NE
Miami Elementary School	Lafayette	IN
Mission Estancia Elementary School	Encinitas	CA
Monangah Elementary School	Monangah	WV
North Cover Elementary School	Tomes River	NJ
North Platte High School	North Platte	NE
Ord Terrace Elementary School	Seaside	CA
Osgood Elementary School	North Platte	NE
Peakview Elementary School	Cherry Creek, or Aurora	CO
Poe Elementary School	Houston	TX
Rappahannock County High School	Sperryville	VA
S.J. Welsh Middle School	Lake Charles	LA
San Domenico School	San Anselmo	CA
Saturn School of Tomorrow	St. Paul	MN
School of the Future	New York	NY
Seaholm High School	Birmingham	MI
Souhegan High School	Amherst	NH
Southview High School	Lorain	OH
Spooner High School	Sponner	WI
Streamwood High School	Streamwood	IL
Stuyvesant High School	Manhattan	NY
Thunder Ridge Middle School	Aurora	CO
Washington Elementary School - CA	Covina	CA
Washington Elementary School - NE	North Platte	NE
Watauga High School	Boone	NC
Webster Elementary School - St. Aug	St. Augustine	FL
West Anchorage High School	Anchorage	AK
Woodland Middle School	Taylor Mill	KY

REPORT BY TECHNOLOGY FOCUS: Music Keyboards

A.E. Burdick Elementary School	Milwaukee	WI
Bashaw Elementary School	Bradenton	FL
Chinook Elementary School	Vancouver, BC CANADA	
Elanor Roosevelt Elementary School	Vancouver, BC CANADA	
Jackson Elementary School	Fort Campbell	KY
Madison Elementary School	Everett	WA
Madison Elementary School	Everett	WA
Newton North/Newton South School	Newtonville	MA
Oak Harbor High School	Oak Harbor	OH
Saturn School of Tomorrow	St. Paul	MN
Southview High School	Lorain	OH
Waytaza High School	Wayzata	MN

REPORT BY TECHNOLOGY FOCUS: Telecommunications

A.B. Lucas Secondary School	London, Ontario, CANADA	
Abraham Clark High School	Roselle	NJ
Alden Place Elementary School	Milbrook	NY
Allen Park Elementary School	Fort Meyers	FL
Baileys Elementary School	Falls Church	VA
Beech Grove High School	Beech Grove	IN
Bethel High School	Hampton	VA
Blacklock Elementary School	Langley, BC, CANADA	
Bloomington North High School	Bloomington	IN
Bloomington South High School	Bloomington	IN
Bluford Communications School	Greensboro	NC
Boonton High School	Boonton	NJ
Box Elder School	Rocky Boy Reservation	MT
Brandies High School	New York	NY
Brown Barge Middle School	Pensacola	FL
Brunswick Senior High School	Lawrenceville	VA
Brushy Creek Elementary School	Taylors	SC
Burleson High School	Burleson	TX
C.P. Smith School	Burlington	VT
Capital High School	Santa Fe	NM
Carl Hayden Community High School	Phoenix	AZ
Carter Lawrence Middle School	Nashville	TN
Centennail Middle School	Boulder	CO
Charles M. Goethe Middle School	Sacramento	CA
Clarenville Middle School	Clarenville,NFLAND CANADA	
Columbine Elementary School	Boulder	CO
Concord Middle School	Concord	MA
Coral Shores High School	Tavernier	FL
Cutler Ridge Middle School	Miami	FL
Desert View Middle School	El Paso	TX
Eagan High School	Eagan	MN
East Elementary School	Athens	OH
Eastern High School	Greene County	IN
Edgewater High School	Orlando	FL
Edgewood High School	Eastville	IN
Fairview High School	Boulder	CO
Felida Elementary School	Vancouver BC CANADA	
Fisher Middle School	Los Gatos	CA
Forest Hills Central High School	Grand Rapids	MI
Fullerton Union High School	Fullerton	CA
Garfield Elementary School	Revere	MA
Glenbrook South High School	Glenview	IL
Grosse Ile High School	Grosse Ile	MI
Harmony School	Bloomington	IN
Hemingway Elementary School	Ketchum	ID
Hickory Grove Elementary School	Bloomfield Hills	MI
Highland Park Community High School	Grosse Ile	MI
Hobson Public School	Hobson	MT
Indian Creek Elementary School	Indianapolis	IN
J.M. Alexander Junior High School	Huntersville	NC
James Madison Elementary School	Santa Ana	CA
John F. Kennedy High School	New York	NY
John I. Leonard Community High Sch.	Lake Worth	FL

John Wayland Elementary School	Bridgewater	VA
Juan Morel Campos Intermed Sch 71K	Brooklyn	NY
Kennebunk High School	Kennebunk	ME
Kennedy Junior High School	Cupertino	CA
L.D. McArthur Elementary School	Pensacola	FL
Lake Highlands High School	Richardson	TX
Lake Highlands Junior High School	Dallas	TX
Lexington Center Sch. for the Deaf	Jackson Heights	NY
Lincoln Elementary School - NJ	Wyckoff	NJ
Live Oak Middle School	Live Oak	CA
Lower Brule School	Lower Brule	SD
Lyons High School	Lyons	CO
MacArthur Elementary School	Daytona Beach	FL
Maine East High School	Park Ridge	IL
Maitland Middle School	Maitland	FL
Manaugh Elementary School	Cortez	CO
Manzanita Elementary School	Seaside	CA
Mapleton Elementary School	Boulder	CO
Mark Twain Junior-Senion High Sch.	San Diego	CA
Martin Luther King Middle School	Monterey	CA
Miami Elementary School	Lafayette	IN
Mission Estancia Elementary School	Encinitas	CA
Mississippi Sch. for Math & Science	Columbus	MI
Monterey High School	Monterey	CA
Moundsville Junior High School	Moundsville	WV
New Trier High School	Winnetka	IL
Newton Elementary School	Newtonville	MA
Newton South High School	Boston	MA
Nimitz Elementary School	Cupertino	CA
North Cover Elementary School	Tomes River	NJ
North Cross School	Roanoke	VA
North Dade Ctr Sch Modern Languages	Opa-locka	FL
North Dover Elementary School	Toms River	NJ
Northeast High School	Oklahoma City	OK
Oak Harbor Junior High School	Oak Harbor	OH
Olathe East High School	Olathe	KS
Ord Terrace Elementary School	Seaside	CA
Overbrook Education Center School	Philadelphia	PA
Pacific View School	Encinitas	CA
Parkway Elementary School	Boone	NC
Pembroke Hill School	Kansas City	MO
Penn-Harris-Madison High School	Mishawaka	IN
Pentucket Regional Junior High Sch	West Newberry	MA
Pinckneyville Middle School	Norcross	GA
Poe Elementary School	Houston	TX
Ralph Bunche Elementary School	New York	NY
Ridge High School	Basking Ridge	NJ
Sandez Elementary School	Omaha	NE
Saturn School of Tomorrow	St. Paul	MN
Schalomont High School	Schenectady	NY
Sentinel Secondary School	West Vancouver,BC, CANADA	
Short Pump Middle School	Short Pump	VA
Shrewsbury High School	Shrewsbury	MA
Souhegan High School	Amherst	NH
South Pointe Elementary School	Miami Beach	FL

St. Matthias Catholic School	Somerset	NJ
Stuyvesant High School	Manhattan	NY
Taft Middle School	Boston	MA
Taylor Middle-High School	Pierson	FL
Templeton Elementary School	Bloomington	IN
Tropical Elementary School	Cocoa Beach	FL
Turner Middle School	Berthoud	CO
Valley Middle School	Oakland	NJ
Valley Stream North High School	Franklin Square	NY
Village Elementary School	Hilton	NY
Watauga High School	Boone	NC
Webster Elementary School - Daytona	Daytona Beach	FL
Webster Elementary School - St. Aug	St. Augustine	FL
West Bay Elementary	West Vancouver BC, CANADA	
West Windsor-Plainsboro Upper Ele.	Plainsboro	NJ
Westwood Elementary School	Westlake	LA

REPORT BY TECHNOLOGY FOCUS: VCR

Belle Valley Elementary School	Erie	PA
Belridge School	McKittrick	CA
Brown Barge Middle School	Pensacola	FL
Charles M. Goethe Middle School	Sacramento	CA
College Oaks Elementary School	Lake Charles	LA
Colonial Heights High School	Colonial Heights	VA
Dalton Junior High School	Dalton	GA
Deering Elementary School	Ironton	OH
Edward Kemble Elementary School	Sacramento	CA
Flat Rock Middle School	Tyrone	GA
Garfield Elementary School	Revere	MA
Hemingway Elementary School	Ketchum	ID
John Wayland Elementary School	Bridgewater	VA
Luther Burbank High School	Sacramento	CA
McCullough High School	The Woodlands	TX
Saturn School of Tomorrow	St. Paul	MN
Short Pump Middle School	Short Pump	VA
Short Pump Middle School	Short Pump	VA
West Chicago Community High School	West Chicago	IL

REPORT BY SUBJECT

REPORT BY SUBJECT: Art

Alan B. Shepard High School	Palos Heights	IL
Americus High School	Americus	GA
Carl Hayden Community High School	Phoenix	AZ
Colonial Heights High School	Colonial Heights	VA
Dalton Junior High School	Dalton	GA
Eagan High School	Eagan	MN
Edward Kemble Elementary School	Sacramento	CA
Ellis Middle School	Elgin	IL
Everett High School	Everett	WA
Fairview Elementary School	Lake Charles	LA
Fisher Middle School	Los Gatos	CA
Flat Rock Middle School	Tyrone	GA
Force Elementary School	Denver	CO
George Washington High School	Denver	CO
Giddings Elementary School	Washington DC	
Governor's Magnet Sch. for the Arts	Norfolk	VA
Homewood-Flossmoor High School	Flossmoor	IL
John I. Leonard Community High Sch.	Lake Worth	FL
Junior High School 47 For the Deaf	New York	NY
Luther Burbank High School	Sacramento	CA
Mainland Senior High School	Daytona Beach	FL
Martin Luther King Middle School	Monterey	CA
Monterey High School	Monterey	CA
Monterey High School	Monterey	CA
Newton North/Newton South School	Newtonville	MA
Patrick J. Kennedy Elementary Sch.	East Boston	MA
Rappahannock County High School	Sperryville	VA
Rappahannock County High School	Sperryville	VA
Richards High School	Oak Lawn	IL
Rowland High School	Los Angeles	CA
S.J. Welsh Middle School	Lake Charles	LA
Santa Fe Indian School	Santa Fe	NM
Stuyvesant High School	Manhattan	NY
T.C. Williams High School	Alexandria	VA
Washington Junior High School	St. Paul	MN

REPORT BY SUBJECT: At-Risk Students' Education

Barbara Jordon High School	Houston	TX
Brandies High School	New York	NY
CA Academy of Mathematics & Science	Carson	CA
Chamberlain High Model Tech. School	Tampa	FL
Cuyahoga Valley Jnt. Vacational Sch	Brecksville	OH
Edgewater High School	Orlando	FL
Howard Career Center High School	Wilmington	DE
Hutchinson High School	Hutchinson	KS
Intermediate School 195	Harlem	NY
J.M. Alexander Junior High School	Huntersville	NC
Jefferson High School	Lafayette	IN
Junior High School 43	Harlem	NY
Orangburg High School	Orangeburg	SC

Prospect Heights High School	Brooklyn	NY
St. Paul's City Academy	St. Paul	MN
Thomas Alva Edison Middle School	Houston	TX

REPORT BY SUBJECT: Business / Economics

Americus High School	Americus	GA
Carl Hayden Community High School	Phoenix	AZ
Eagan High School	Eagan	MN
Force Elementary School	Denver	CO
George Washington High School	Denver	CO
James Madison Elementary School	Santa Ana	CA
John I. Leonard Community High Sch.	Lake Worth	FL
Lamplighter School	Dallas	TX
Lower Brule School	Lower Brule	SD
Luther Burbank High School	Sacramento	CA
McCullough High School	The Woodlands	TX
Mississippi Sch. for Math & Science	Columbus	MI
Monterey High School	Monterey	CA
Rappahannock County High School	Sperryville	VA
Roberts Vaux Middle School	Phildelphia	PA
Washington Ele. Sch. of Sci & Tech	Greensboro	NC

REPORT BY SUBJECT: Communications / Mass Media

Forest Hills Central High School	Grand Rapids	MI
Giddings Elementary School	Washington DC	
James Monroe Middle School	Eugene	OR
Maitland Middle School	Maitland	FL

REPORT BY SUBJECT: Computer Science / Technology

Andrea Robinson Elementary School	Jacksonville	FL
Battle Ground High School	Battle Ground	WA
Belridge School	McKittrick	CA
Blue Ridge High School	Greer	SC
Brown Barge Middle School	Pensacola	FL
Brunswick Senior High School	Lawrenceville	VA
Carl Hayden Community High School	Phoenix	AZ
Central VA Gov.'s Sch. Sci. & Tech.	Lynchburg	VA
Chamberlain High Model Tech. School	Tampa	FL
Coral Shores High School	Tavernier	FL
Cutler Ridge Middle School	Miami	FL
Dalton Junior High School	Dalton	GA
Edgewater High School	Orlando	FL
Flat Rock Middle School	Tyrone	GA
Grizzly Hill Millde School	Nevada City	CA
Intermediate School 195	Harlem	NY
John F. Kennedy High School	New York	NY
John I. Leonard Community High Sch.	Lake Worth	FL
Junior High School 43	Harlem	NY
L.D. McArthur Elementary School	Pensacola	FL
LaCima Middle School	Tucson	AZ
Lakewood High School	St. Petersburg	FL
Live Oak Elementary School	Live Oak	CA

Luther Burbank High School	Sacramento	CA
Lyons High School	Lyons	CO
MacArthur Elementary School	Daytona Beach	FL
Martin Luther King Middle School	Monterey	CA
McCullough High School	The Woodlands	TX
Metro School	Charlotte	NC
Miami Elementary School	Lafayette	IN
Monterey High School	Monterey	CA
Noe Middle School	Louisville	KY
Oak Harbor High School	Oak Harbor	OH
Patrick J. Kennedy Elementary Sch.	East Boston	MA
Seaholm High School	Birmingham	MI
Washington Junior High School	St. Paul	MN
Watauga High School	Boone	NC
West Chicago Community High School	West Chicago	IL

REPORT BY SUBJECT: Engineering

Abraham Clark High School	Roselle	NJ
Cony High School	Augusta	ME
Cony High School	Augusta	ME
Cony High School	Augusta	ME
Edgewater High School	Orlando	FL
Edgewater High School	Orlando	FL
Goodwood Elementary School	Baton Rouge	LA
Pala Middle School	San Jose	CA
Seaholm High School	Birmingham	MI
Turner Middle School	Berthoud	CO

REPORT BY SUBJECT: English / Langauage Arts

A.P. Terhune Elementary School	Wayne	NJ
A.P. Terhune Elementary School	Wayne	NJ
Abraham Clark High School	Roselle	NJ
Belridge School	McKittrick	CA
Belridge School	McKittrick	CA
Belridge School	McKittrick	CA
Bethel High School	Hampton	VA
Bishop Strachan School	Toronto, Ontario CANADA	
Blackstock Junior High School	Oxnard	CA
Carl Hayden Community High School	Phoenix	AZ
Centennail Middle School	Boulder	CO
Center Senior High School	Kansas City	MO
Chamberlain High Model Tech. School	Tampa	FL
Chamberlain High Model Tech. School	Tampa	FL
Charles Armstrong School	Belmont	CA
Charles M. Goethe Middle School	Sacramento	CA
Cleveland Elementary School	Cleveland	NY
College Oaks Elementary School	Lake Charles	LA
Colonial Heights High School	Colonial Heights	VA
Columbine Elementary School	Boulder	CO
Concord Road Elementary School	Southern Winchester Co.	NY
Davis High School	Houston	TX
Dream Lake Elementary School	Apopka	FL
Dream Lake Elementary School	Apopka	FL
East Dale Elementary School	Fairmont	WV

Edenbvale Elementary School	San Jose	CA
Edgewater High School	Orlando	FL
Edgewater High School	Orlando	FL
Edward Kemble Elementary School	Sacramento	CA
Edward Kemble Elementary School	Sacramento	CA
Edward Kemble Elementary School	Sacramento	CA
Emerson School	Berkley	CA
F.M. Black Middle School	Houston	TX
Force Elementary School	Denver	CO
Frederick Douglass Academy	New York	NY
Giddings Elementary School	Washington DC	
Glover Middle School	Spokane	WA
Grizzly Hill Millde School	Nevada City	CA
Groves High School-Sci & Technology	Beverly Hills	CA
Heim Elementary School	Williamsville	NY
Hickory Grove Elementary School	Bloomfield Hills	MI
Highland Park Magnet Elementary Sch	Roanoke	VA
Holsenbeck Elementary School	Winder	GA
J.B. Passmore Elementary School	San Antonio	TX
James B. Davidson Middle School	San Rafael	CA
John I. Leonard Community High Sch.	Lake Worth	FL
John I. Leonard Community High Sch.	Lake Worth	FL
Laguna Road Elementary School	Fullerton	CA
Lakes District Secondary School	Burns Lake, BC CANADA	
Lamplighter School	Dallas	TX
Lexington Center Sch. for the Deaf	Jackson Heights	NY
Luther Burbank High School	Sacramento	CA
Luther Burbank High School	Sacramento	CA
Madera High School	Madera	CA
Mainland Senior High School	Daytona Beach	FL
Mainland Senior High School	Daytona Beach	FL
Manaugh Elementary School	Cortez	CO
Manzanita Elementary School	Seaside	CA
Manzanita Elementary School	Seaside	CA
Mapleton Elementary School	Boulder	CO
Martin Luther King Middle School	Monterey	CA
Martin Luther King Middle School	Monterey	CA
Martin Luther King Middle School	Monterey	CA
McCullough High School	The Woodlands	TX
Mesa View Middle School	Huntington Beach	CA
Mission Estancia Elementary School	Encinitas	CA
Mission Reading Clinic	San Franscisco	CA
Monterey High School	Monterey	CA
Nimitz Elementary School	Cupertino	CA
Noe Middle School	Louisville	KY
Oak Harbor High School	Oak Harbor	OH
Oak Harbor Junior High School	Oak Harbor	OH
Ord Terrace Elementary School	Seaside	CA
Ord Terrace Elementary School	Seaside	CA
Patrick J. Kennedy Elementary Sch.	East Boston	MA
Pescadero High School	Pescadero	CA
Rappahannock County High School	Sperryville	VA
Rappahannock County High School	Sperryville	VA
Robert E. Lee Middle School	Orlando	FL
Roberts Vaux Middle School	Phildelphia	PA

S.J. Welsh Middle School	Lake Charles	LA
Santa Fe Indian School	Santa Fe	NM
Santa Fe Indian School	Santa Fe	NM
School of the Future	New York	NY
Sidney Lanier School	Gainsville	FL
Silver Creek High School	San Jose	CA
South Anna Elementary School	Montpelier	VA
Streamwood High School	Streamwood	IL
Stuyvesant High School	Manhattan	NY
Thomas Alva Edison Middle School	Houston	TX
Washington Ele. Sch. of Sci & Tech	Greensboro	NC
West Anchorage High School	Anchorage	AK
West Philadelphia High School	Philadelphia	PA

REPORT BY SUBJECT: English As A Second Language

Andrew Jackson High School	Cambria Heights	NY
Blackstock Junior High School	Oxnard	CA
Chamberlain High Model Tech. School	Tampa	FL
Edenbvale Elementary School	San Jose	CA
Edward Kemble Elementary School	Sacramento	CA
Far Rockaway High School	Queens	NY
James B. Davidson Middle School	San Rafael	CA
Lincoln Junior High School	Kensoha	WI
Luther Burbank High School	Sacramento	CA
Mission Estancia Elementary School	Encinitas	CA
Monterey High School	Monterey	CA
Nimitz Elementary School	Cupertino	CA
Public School 332	New York	NY
Sheepshead Bay High School	Brooklyn	NY
West Anchorage High School	Anchorage	AK

REPORT BY SUBJECT: Foreign Language

Chief BUG-O-NAY-GE-SHIG School	Cass Lake	MN
Colonial Heights High School	Colonial Heights	VA
Edward Kemble Elementary School	Sacramento	CA
George Washington High School	Denver	CO
J.M. Alexander Junior High School	Huntersville	NC
John I. Leonard Community High Sch.	Lake Worth	FL
Martin Luther King Middle School	Monterey	CA
Monterey High School	Monterey	CA
Stuyvesant High School	Manhattan	NY
West Chicago Community High School	West Chicago	IL
West Chicago Community High School	West Chicago	IL

REPORT BY SUBJECT: Grade Specific Curricula

Abraham Clark High School	Roselle	NJ
Belle Valley Elementary School	Erie	PA
Boonton High School	Boonton	NJ
Carter Lawrence Middle School	Nashville	TN
Deering Elementary School	Ironton	OH
East Elementary School	Athens	OH
Edward Kemble Elementary School	Sacramento	CA

Indian Hill Primary School	Cincinnati	OH
John Wayland Elementary School	Bridgewater	VA
Marshall Elementary School	Fort Campbell	ky
Sandez Elementary School	Omaha	NE
Seven Oaks Elementary School	Lacey	WA
Washington Ele. Sch. of Sci & Tech	Greensboro	NC

REPORT BY SUBJECT: Health

REPORT BY SUBJECT: Home and Careers

Cony High School	Augusta	ME
Cuyahoga Valley Jnt. Vacational Sch	Brecksville	OH

REPORT BY SUBJECT: Mathematics

A.P. Terhune Elementary School	Wayne	NJ
Americus High School	Americus	GA
Belridge School	McKittrick	CA
CA Academy of Mathematics & Science	Carson	CA
Carl Hayden Community High School	Phoenix	AZ
Cleveland Elementary School	Cleveland	NY
Colonial Heights High School	Colonial Heights	VA
Concord Road Elementary School	Southern Winchester Co.	NY
Danville High School	Danville	IL
Edward Kemble Elementary School	Sacramento	CA
F.M. Black Middle School	Houston	TX
Force Elementary School	Denver	CO
Forest Hills Central High School	Grand Rapids	MI
Frederick Douglass Academy	New York	NY
Gardner Academy	San Jose	CA
George Washington High School	Denver	CO
Ginnings Elementary School	Denton	TX
Glenbrook South High School	Glenview	IL
Glenbrook South High School	Glenview	IL
Glenbrook South High School	Glenview	IL
Grizzly Hill Millde School	Nevada City	CA
Hinsdale Central High School	Hinsdale	IL
James Monroe Middle School	Eugene	OR
John I. Leonard Community High Sch.	Lake Worth	FL
Junior High School 47 For the Deaf	New York	NY
Lisle High School	Lisle	IL
Luther Burbank High School	Sacramento	CA
Lyons Township High School	Legrange	IL
Mainland Senior High School	Daytona Beach	FL
Martin Luther King Middle School	Monterey	CA
Martin Luther King Middle School	Monterey	CA
McCullough High School	The Woodlands	TX
Mission Estancia Elementary School	Encinitas	CA
Mission Reading Clinic	San Franscisco	CA
Nimitz Elementary School	Cupertino	CA
Noe Middle School	Louisville	KY
North High School	Omaha	NE
Ord Terrace Elementary School	Seaside	CA

Pasadena High School	Pasadena	CA
Paul V. Moore High School	Central Square	NY
Poe Elementary School	Houston	TX
Sidney Lanier School	Gainsville	FL
Silver Creek High School	San Jose	CA
Steinbeck Middle School	San Jose	CA
Thomas Alva Edison Middle School	Houston	TX
Tuckers' Crossroads Elementary Sch	Lebanon	TN
Upland Junior High School	Upland	CA
Waukesha South High School	Waukesha	WI

REPORT BY SUBJECT: Multidisciplanary

Blowing Rock Elementary School	Blowing Rock	NC
Box Elder School	Rocky Boy Reservation	MT
Capital High School	Santa Fe	NM
Carter Lawrence Middle School	Nashville	TN
Central Park East Secondary School	New York	NY
Charles M. Goethe Middle School	Sacramento	CA
College Oaks Elementary School	Lake Charles	LA
Dream Lake Elementary School	Apopka	FL
Edenbvale Elementary School	San Jose	CA
Edward Kemble Elementary School	Sacramento	CA
Force Elementary School	Denver	CO
Grosse Ile High School	Grosse Ile	MI
Hattie Cotton Elementary School	Nashville	TN
Hickory Grove Elementary School	Bloomfield Hills	MI
Highland Park Community High School	Grosse Ile	MI
James Monroe Middle School	Eugene	OR
Jefferson High School	Lafayette	IN
Lincoln Preparatory High School	San Diego	CA
Miami Elementary School	Lafayette	IN
New Trier High School	Winnetka	IL
Overbrook Education Center School	Philadelphia	PA
Pala Middle School	San Jose	CA
S.J. Welsh Middle School	Lake Charles	LA
School of the Future	New York	NY
Science High School	Newark	NJ
Seven Oaks Elementary School	Lacey	WA
South Philadelphia High School	Philadelphia	PA
South Pointe Elementary School	Miami Beach	FL
St. George's Elementary School	Montreal, Quebec, CANADA	
Van Buren Intermediate School	Stockton	CA
Wickliffe High School	Wickliffe	OH

REPORT BY SUBJECT: Music

A.E. Burdick Elementary School	Milwaukee	WI
Bashaw Elementary School	Bradenton	FL
Chinook Elementary School	Vancouver, BC CANADA	
Elanor Roosevelt Elementary School	Vancouver, BC CANADA	
Jackson Elementary School	Fort Campbell	KY
Madison Elementary School	Everett	WA
Newton North/Newton South School	Newtonville	MA

Oak Harbor High School	Oak Harbor	OH
Ord Terrace Elementary School	Seaside	CA
Southview High School	Lorain	OH
Waytaza High School	Wayzata	MN

REPORT BY SUBJECT: Physical Education

John I. Leonard Community High Sch.	Lake Worth	FL
Monterey High School	Monterey	CA

REPORT BY SUBJECT: Psychology

Chamberlain High Model Tech. School	Tampa	FL

REPORT BY SUBJECT: Science

Abraham Clark High School	Roselle	NJ
Baileys Elementary School	Falls Church	VA
Beech Grove High School	Beech Grove	IN
Blackstock Junior High School	Oxnard	CA
Boonton High School	Boonton	NJ
C.P. Smith School	Burlington	VT
CA Academy of Mathematics & Science	Carson	CA
Capital High School	Santa Fe	NM
Carroll Elementary School	Oak Harbor	OH
Centennail Middle School	Boulder	CO
Central VA Gov.'s Sch. Sci. & Tech.	Lynchburg	VA
Chamberlain High Model Tech. School	Tampa	FL
Chamberlain High Model Tech. School	Tampa	FL
Chamberlain High Model Tech. School	Tampa	FL
Chamberlain High Model Tech. School	Tampa	FL
Chamberlain High Model Tech. School	Tampa	FL
Charles M. Goethe Middle School	Sacramento	CA
Charles M. Goethe Middle School	Sacramento	CA
Charlotte Middle School	Rochester	NY
Coral Shores High School	Tavernier	FL
Coral Shores High School	Tavernier	FL
Coral Shores High School	Tavernier	FL
Dream Lake Elementary School	Apopka	FL
Dream Lake Elementary School	Apopka	FL
Eagan High School	Eagan	MN
Eagan High School	Eagan	MN
Edward Kemble Elementary School	Sacramento	CA
Edward Kemble Elementary School	Sacramento	CA
El Camino High School	San Franscisco	CA
F.M. Black Middle School	Houston	TX
Fisher Middle School	Los Gatos	CA
Forest Hills Central High School	Grand Rapids	MI
Fox Chapel High School	Pittsburg	PA
George Washington High School	Denver	CO
George Washington High School	Denver	CO
Giddings Elementary School	Washington DC	
Glenbrook South High School	Glenview	IL
Glover Middle School	Spokane	WA

Graytown Elementary School	Graytown	OH
Grizzly Hill Millde School	Nevada City	CA
Hale Middle School	Stow	MA
High Meadow Elementary School	New Platz	NY
Highland Park Magnet Elementary Sch	Roanoke	VA
J.M. Alexander Junior High School	Huntersville	NC
Jackson Elementary School	Fort Campbell	KY
James Monroe Middle School	Eugene	OR
Jefferson High School	Lafayette	IN
John I. Leonard Community High Sch.	Lake Worth	FL
Junior High School 143	Bronx	NY
Kennebunk High School	Kennebunk	ME
Kenwood Academy	Chicago	IL
Lexington Center Sch. for the Deaf	Jackson Heights	NY
Luther Burbank High School	Sacramento	CA
Madera High School	Madera	CA
Madera High School	Madera	CA
Mainland Senior High School	Daytona Beach	FL
Manaugh Elementary School	Cortez	CO
Manzanita Elementary School	Seaside	CA
Martin Luther King Middle School	Monterey	CA
Martin Luther King Middle School	Monterey	CA
McCullough High School	The Woodlands	TX
Metro School	Charlotte	NC
Mid-Peninsula Jewish Community Day	Palo Alto	CA
Minlo-Atherton High School	Atherton	CA
Monterey High School	Monterey	CA
Monterey High School	Monterey	CA
North High School	Omaha	NE
Oak Harbor High School	Oak Harbor	OH
Olathe East High School	Olathe	KS
Pescadero High School	Pescadero	CA
Pinckneyville Middle School	Norcross	GA
R.C. Waters Elementary School	Oak Harbor	OH
Rappahannock County High School	Sperryville	VA
Rocky Ridge Elementary School	Rocky Ridge	OH
S.J. Welsh Middle School	Lake Charles	LA
Science High School	Newark	NJ
Shrewsbury High School	Shrewsbury	MA
Sidney Lanier School	Gainsville	FL
South Philadelphia High School	Philadelphia	PA
Stuyvesant High School	Manhattan	NY
T.C. Williams High School	Alexandria	VA
T.C. Williams High School	Alexandria	VA
Taylor Middle-High School	Pierson	FL
Washington Ele. Sch. of Sci & Tech	Greensboro	NC
West Anchorage High School	Anchorage	AK
West Anchorage High School	Anchorage	AK
Western Albemarle High School	Crozet	VA
Woodbridge Academy	Lexington	KY

REPORT BY SUBJECT: Social Studies

Anoka Senior High School	Anoka	MN
Belridge School	McKittrick	CA
Bethel High School	Hampton	VA
Beverly High School	Beverly	MA
Blackstock Junior High School	Oxnard	CA
Carnegie Middle School	Orangevale	CA
Chamberlain High Model Tech. School	Tampa	FL
College Oaks Elementary School	Lake Charles	LA
Colonial Heights High School	Colonial Heights	VA
East Dale Elementary School	Fairmont	WV
Edenbvale Elementary School	San Jose	CA
Edward Kemble Elementary School	Sacramento	CA
Fisher Middle School	Los Gatos	CA
Forest Hills Central High School	Grand Rapids	MI
Fullerton Union High School	Fullerton	CA
Glover Middle School	Spokane	WA
Grizzly Hill Millde School	Nevada City	CA
Hemingway Elementary School	Ketchum	ID
Hoover High School	San Diego	CA
James B. Davidson Middle School	San Rafael	CA
James Monroe Middle School	Eugene	OR
James Monroe Middle School	Eugene	OR
Lakes District Secondary School	Burns Lake, BC CANADA	
Lamplighter School	Dallas	TX
Luther Burbank High School	Sacramento	CA
Manzanita Elementary School	Seaside	CA
Martin Luther King Middle School	Monterey	CA
Mission Estancia Elementary School	Encinitas	CA
Monangah Elementary School	Monangah	WV
Monterey High School	Monterey	CA
North Middle School	Omaha	NE
Pinckneyville Middle School	Norcross	GA
Pine Ridge School	Pine Ridge	PA
Roberts Vaux Middle School	Phildelphia	PA
Santa Barbara High School	Santa Barbara	CA
School of the Future	New York	NY
Sharonville Elementary School	Cincinnati	OH
Sidney Lanier School	Gainsville	FL
Streamwood High School	Streamwood	IL
Watkins Mill High School	Rockville	MD
Westfield High School	Westfield	IN

REPORT BY SUBJECT: Special Education

Capital High School	Santa Fe	NM
Chamberlain High Model Tech. School	Tampa	FL
Chamberlain High Model Tech. School	Tampa	FL
Chamberlain High Model Tech. School	Tampa	FL
Charles Armstrong School	Belmont	CA
Concord Road Elementary School	Southern Winchester Co.	NY
Dunn Elementary School	Dallas	TX
East Mecklenburg High School	Charlotte	NC
Edgewater High School	Orlando	FL
Ginnings Elementary School	Denton	TX

Glenbrook North High School	Northbrook	IL
Highland Park Magnet Elementary Sch	Roanoke	VA
John I. Leonard Community High Sch.	Lake Worth	FL
Junior High School 47 For the Deaf	New York	NY
Lexington Center Sch. for the Deaf	Jackson Heights	NY
Luther Burbank High School	Sacramento	CA
Manzanita Elementary School	Seaside	CA
Martin Luther King Middle School	Monterey	CA
Metro School	Charlotte	NC
Monterey High School	Monterey	CA
Overbrook Education Center School	Philadelphia	PA
Patrick Healy Middle School	East Orange	NJ
Prospect Heights High School	Brooklyn	NY
Seven Oaks Elementary School	Lacey	WA
Short Pump Middle School	Short Pump	VA
Sidney Lanier School	Gainsville	FL
Special Ed. Technology Resource Ctr	400 The Fenway, Boston	MA
Webster Elementary School - St. Aug	St. Augustine	FL
Western Albemarle High School	Crozet	VA
Woodbridge Academy	Lexington	KY
Woodbridge Academy	Lexington	KY

CODING SHEET FOR SOTA DATABASE

SCHOOL TYPE
school level: 1=elementary, 2=junior high/middle school, 3=high school, 4=multi-level, 5=unknown

PLAN
Does the school follow a technology plan of its own or its district?

DISTRICT WIDE
Is the technology application(s) at this school also district-wide?

SCHOOL BASED
YES always, if dealing with a specific school's technology application(s)?

CLASSROOM BASED
Are there technology applications at this school which are specific to either one subject area or to one teacher?

STUDENT BASED
Have students at this school utilized the technology to produce reports or presentations? Is the technology used to inspire their discovery?

MEDIA CENTER
Is the focus of this technology application(s) about or within the media center?

STAFF DEVELOPMENT
Is staff development a major aspect of the technology program in place at this school?

ASSESSMENT
Are assessment procedures the focus of (any of) the technology application(s) at this school?

NETWORK
Does the school utilize any type of computerized network?

MATERIALS
Does MERC have any information on file about this school?

MEMO FIELDS CATEGORIES

<u>BRIEF profile</u>

- summary, any relevant information, a quick look

<u>ORGANIZATIONAL profile</u>

Vision • any belief/vision/mission statements in literature
Planning • any school-level planning information

Implementation • any information on the stages gone through for implementation
• was curriculum altered?

TECHNOLOGY profile

- listing of the technologies in place at school
- the set up of the technology applications
- specify if MAC or IBM, what types of hardware/software used...
- description of network vs. lab vs. classroom computers framework
- description of media center technology applications/framework if any
- list of software packages in use

RESOURCES profile

Training • information on teacher training: nature of training program, specific system/software, training on how to integrate into curriculum or only on how to

Software support

• any support with this decision-making process? does the division have a review process for reviewing packages?
• has the software in use altered use of textbooks?

Administrative support

• administrative/instructional support offered to teachers: a technology coordinator?, principle helpful?, library media person?,

Funding • description of any grant funding offered to school

ADMINISTRATIVE USES OF TECHNOLOGY profile

Teachers administrative uses

•i.e. for attendance, grade averaging, planning, bulletin board graphics, etc.

Administrators administrative uses

•i.e. for attendance, grade averaging, planning, etc.

TEACHERS INSTRUCTIONAL USES OF TECHNOLOGY profile

Instructional applications

• any non-subject specific description of their instructional uses of technology

Integration (changes in teachers adaptations of practices/curriculum)

•explanation of how technology has changed/altered teaching habits, and teacher's use of time

Instructional practices

- description of cooperative learning (student,-student), collaborative learning (teacher-student)
- assessment practices using technology
- products students have produced with technology
- any keyboarding information
- if textbooks have been replaced by technology, discuss here
- individual vs. whole group learning

FACILITIES profile

- building design/specifications, i.e. does school have capabilities for lab or networked classrooms?
- retrofitting
- architectural information on building

INSTRUCTIONAL USES OF TECHNOLOGICAL APPLICATIONS

Access [do students/teachers have access to any of these special things?]

1 teacher checkout [can teachers take equipment home for amount of time?]
2 student checkout [can students?]
3 buddy system [does school have a home/school system in place?]
4 calculators [do students have access to calculators in class]
5 laptops [do students/teachers at this school have access to laptop computers?]
6 classroom computers
7 school-wide network
8 E-mail
9 Voice Mail
10 Closed-circuit Television

Technology Focus [what types of technologies are used in a SOTA manner at this school?]

1 computer
2 telecommunications
3 distance learning [does this school offer a class at another location or is this school receiving a class via satellite using technology?]
4 multi media [voice, computer, video technologies all together]
5 calculators
6 instructional TV
7 audio tape
8 laser disk
9 camcorder
10 VCR
11 Music Keyboards

Instructional Strategy [what purposes does the teacher use the technology application(s) for? to teach students using technology via which of the following strategies]

1 Drill and practice
2 tutorial
3 simulation
4 problem-solving
5 tools [when students are using the technology as a tool which helps them reach an end]

Tool Focus

1 Student Research [students utilize the technology applications for research investigation for reports...]

1 spreadsheets [students use spreadsheets to gather research for a project]
2 database
3 cd rom
4 probes [a mini electronic probe/microscope students can use for directions]
26 Microfiche
30 On-line Services

2 Student Development [students are using the application to help them develop an idea, a project, an essay...]

5 word processing [students use work processors to write]
6 graphics
8 desk top publishing
14 bar codes

15 hypercard [students use Hypercard stacks to work out their idea]
16 hypercard stacks [students create stacks of data other students can use]
17 robotics [students use robotics technology to develop something]
18 hydraulics [students use hydraulics to help them develop something]
22 LinkWay
23 HyperStudio
24 Music Keyboards
25 Video/Television Editing
27 Radio Production

3 Student Presentation [students use various technologies to compile materials for a presentation]
9 television
10 videodisc
11 laserdisc
12 LED / overhead
13 digital/optical
20 camcorder
21 VCR
28 Electronics
29 Multimedia

4 Student Productivity [students use the applications so that they might better their productivity, become faster at activities--the technology is used as a working tool]
1 spreadsheet
2 database
5 word-processing
6 graphics
7 telecommunication

5 Student Communication [students use technology to learn communication skills]
7 telecommunication [generalized, on-line searching, teleconferencing, not E-mail]
19 e-mail

SPECIFIC SUBJECT USES [the technology applications at this school target specific curricula]

1 Science
1 physical science
2 biology
3 chemistry
4 physics
14 geology
15 earth science
37 astronomy

2 English/Language Arts
5 literature
6 reading
7 writing
16 spelling
29 journalism

3 Mathematics
    8 algebra
    9 geometry
    10 calculus
    11 trigonometry
4 Social Studies [generic, cultural education]
    12 history
    13 geography
5 Music
6 Special Education
    30 orthopedically handicapped
    31 Emotionally disturbed
    33 Learning disabilities
    34 computer literacy
7 Art
    17 performing/drama
    18 graphic/communications art
    32 industrial arts
    39 drafting
8 Foreign language
    19 French
    20 Spanish
    21 Latin
    22 German
    23 Russian
    24 Chinese
9 Home and Careers
    25 hydraulics
    26 robotics

    27 carpentry
    28 auto mechanics
10 ESL [English as a Second Language]
11 Multidisciplinary/Cross-curricular
12 Physical Education
13 Health
14 Grade Specific Curricula
15 Computer Science/Technology
    38 Television production
    40 Radio production
16 Business/Economics
17 Psychology
18 Engineering
    35 environmental
    36 space technology
19 Communication/Mass Media
20 At-Risk Student Education

What is SOTA in school technology use?
desktop publishing
computer checkout
Buddy system (home/school connection)
camcorder taping/replay on VCR
computer(s) in each classroom
simulation
student-produced products/projects
laser disc
video disc
multimedia
distance learning
on-line searching
e-mail
spreadsheets
calculators in class
laptops
keyboarding classes at elementary/middle school level
technology replacing textbooks
changes to curriculum because of technological integration
new ideas in practice
use of database in student research
cooperative learning
"teacher as facilitator" of learning
having a technology plan/school level or district
inservice training for teachers/staff on technology
cooperation with an evaluation or test project on effects of technology

What is not SOTA innovative applications:
teacher as provider of knowledge
drill and practice using technology
having a computer lab in the school
playing pre-made video tapes on VCR
word processing to improve writing
keyboarding classes at high school level

ALPHA LISTING OF SCHOOL REPORTS

SCHOOL: A.B. Lucas Secondary School

D. NAME:

LAST: Stewart
FIRST: James
SAL.: Mr.
TITLE:

STREET:
CITY: London, Ontario, CANADA,

ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: TelEd'93 speaker

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Teacher James Stewart presented a paper entitled Telecooperation and Computer-Supported Cooperative Work at the Tel-Ed '93 Global Connections conference in Dallas Texas.

Students here at A.B. Lucas Secondary School work on-line on projects from their classrooms.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Telecommunications

SCHOOL: A.D. Henderson University School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET: CITY: Boca Raton, FL
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: EduQuest teacher's handbook

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
K-3 teachers at A.D. University School manage active, busy classrooms where young students rotate in small groups from one learning center to another throughout the day. Their favorite stops, almost without exception, are the 6 networked computers arranged strategically around the room.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: A.E. Burdick Elementary School

D. NAME:
LAST: FIRST:
SAL.: TITLE:
STREET: CITY: Milwaukee, WI
ZIP:
EMAIL:
PHONE: EXT.:

FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at A.E. Burdick elementary School use technology in their music classes. The school utilizes a music based elementary/middle school curriculum combined with Apple technology to help students discover the interrelationship ofmusical composition and to help them produce their own work for diverse audiences.

ORGANIZATIONAL PROFILE:

RESOURCES PROFILE:
In 1991, the school received a $2500 grant from Apple Computers to support their innovative uses of technology.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

TECHNOLOGY FOCUS INFORMATION:
Computer
Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Music Keyboards

GENERAL FIELD OF STUDY: Music

SCHOOL: A.P. Terhune Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Wayne, NJ
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1, p. 513 March 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
A.P. Terhune Elementary School which houses 350 K-5 students, recevied a state grant to create a constructionist learning environment complete with manipulative-based mantematics, whole language, inquiry-based science, and LogoWriter.
Terhune has a long tradition of textbook instruction, union interference, and centralized decision making.
There is a computer in every classroom.

ORGANIZATIONAL PROFILE:
Thematic units will be developed in collaboration with the teaching staff in order to ensure a comfortable transition from a textbook-based approach to instruction to a more dynamic culture of learners.

TECHNOLOGY PROFILE:
There is a computer in each classroom and a small lab of computers available for student use.

RESOURCES PROFILE:
FUNDING: In 1993, A.P. Terhune received a 3-year New Jersey state grant to create a constructionist learning environment.
TRAINING: Staff development will play a crucial role in the realizations of the schools objectives. The school has made a

committment to dedicate staff development resources for in-classroom collaborations with the teachers involved.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading
The school uses whole language approach to teaching reading.

SUBJECT: Writing
Students at A.P. Terhune School use LogoWriter.

GENERAL FIELD OF STUDY: Mathematics
Teachers teach manipulatives-based mathematics.

SCHOOL: Abraham Clark High School

D. NAME:

LAST:	Warner	FIRST:	Karen
SAL.:	Ms.	TITLE:	PULSE Project Director
STREET:	122 East 6th Avenue	CITY:	Roselle, NJ
ZIP:	07203		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Laptop notes 10/91/INTERFACE Sum 93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
An IBM Teacher Preparation Grant School, Abraham Clark High School also subscribes to the CIESE (Center for Improved Engineering and Science Education) teleconferences for staff development. It is a CIESE teacher training recipient. It is also a primary research site

for the Laptops for Education project with one class of eight graders: Pupils Using Laptops in Science and English (PULSE).

ORGANIZATIONAL PROFILE:

VISION: To give students computer tools (freely for a year) which are usually bolted and kept under guard. For teachers, a chance to experiment with interdisciplinary work, to gain experience using tool based software in the classroom, and to expand their classroom using telecommunications.

PULSE Project: This 1991 project restructured the eight grade into a separate school within a school, housed within a separate wing of the high school with its own administrator and time schedule. The project was designed around a single class of 25 students which were team taught by three teachers for several periods of the day. Students used basic software tools, a local electronic bulletin board system, and built in modems to use laptops at home and at school to work on academic work, personal projects, family actifities, and telecommunications.

Students take full responsibility for the laptops and treat them as their own. Expanded plans include introducing an electronic bulletin board to foster communication among teachers, students, and parents. Students will be encouraged to use public bulleting boards, telecommunications networks, and databases as new resources for research and inquiry from home and in school.

Also in Fall 1991, the project's design team introduced students to multipurpose software that allowed them to write, collect, and analyze data, and create graphs on their computers.

CURRICULUM: Using such integrated functions of technologies help students use writing and research skills in a more integrated fashion, using a curriculum that encourages analysis and writing about scientific topics from a broad range of perspectives.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

TRAINING: Staff are trained via distance learning. One

teacher learned that using computers had significantly changed how math is taught, learned, and assessed in CIESE classrooms, which are the classrooms of tomorrow.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Buddy System
Laptops
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
Telecommunications

GENERAL FIELD OF STUDY: Engineering

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Grade Specific Curricula
The laptop project works with one class of eight grade students.

GENERAL FIELD OF STUDY: Science

SCHOOL: Adams Middle School

D. NAME: North Platte Public Schools

LAST:	Elson	FIRST:	Lauri
SAL.:	Ms.	TITLE:	
STREET:	1200 S. McDonald Road	CITY:	North Platte, NE
ZIP:	69101		
EMAIL:			
PHONE:	(308)535-7112	EXT.:	
FAX:		PRIN.:	

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
The curriculum at Adams Middle School is technology intensive. The school is fully networked and the library is automated. Students use a multimedia authoring station to create multimedia presentations.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Adams Middle School has at least one computer in every classroom, several multiple-computer labs, an authoring station for creating multimedia presentations, building server, a library server (with the library catalog and circulation fully automated). They use Mac LCII, Mac LCIII, Centris 610, and Centris 600 computers. An ethernet network connects all rooms in the building.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia

SCHOOL: Alan B. Shepard High School

D. NAME: School District 218

LAST: Meister FIRST: Jan
SAL.: Ms. TITLE: Commercial Art Teacher

STREET: 13049 S. Ridge Land Ave. CITY: Palos Heights, IL
ZIP: 60463
EMAIL:
PHONE: (701)371-1111 EXT.: 165
FAX: PRIN.:

SOURCE: McParlad, 9'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The art department at Alan B. Shepard High School makes use of technology to help its commercial arts students work with local businesses through a community service program. They design and create computer graphics for advertisements and communications, free of charge to local businesses. Students in drawing and fundamental classes are exposed to computers, but the major emphasis is with Commercial Arts students. Computers are part of the everyday furniture and/or tools used within the art classroom.

ORGANIZATIONAL PROFILE:
PLANNING: Computers are mainstreamed throughout the district's curriculum. Faculty inservice training prepared teachers for student instruction, and is maintained.

TECHNOLOGY PROFILE:
Commercial Art Classroom is equipped with: 5 IBM computers, three Dell computers, three color HP printers, one HP Paint Writer XL color printer, two HP scanners, a color Epson scanner, one Macintosh computer, two black/white HP printers, and CD ROM. Various drawing and writing programs include Corel, Prefessional Draw, Photoshop, and Animation.

RESOURCES PROFILE:
TRAINING: Faculty members receive training at school and are encouraged to participate in workshops anbd attend other

classes and conventions.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Graphics
Desktop publishing

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art
Commercial Arts students at Alan B. Shepart High School learn the business of art through their prefessional relationship with local businesses. Arts students design and scan logos, business cards, stationary, brochures, letterhead, ad layout, and cover designs on computers. Students create computer graphics for advertisements and communications. They have to deal with deadlines and time schedules. All of the work is free of charge. Their payment is the grade they get. Jan Meister is responsible for the community service program. Students are responsible for soliciting clients. Besides giving students assignments outside ofthe usual academic rigmarole, the program provides an advantage if they choose to pursue commercial or graphic arts in college or as a career.

SCHOOL: Alden Place Elementary School

D. NAME:

LAST:	Grott	FIRST:	David
SAL.:	Mr.	TITLE:	
STREET:	PO Box AA	CITY:	Milbrook, NY
ZIP:	12545		
EMAIL:			
PHONE:	(914)677-3486	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Alden Place Elementary School is on the AT&T Learning network, and therefore incorporates telecommunications into its curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

SCHOOL: Allen Park Elementary School

D. NAME:

LAST:	Campbell	FIRST:	Don
SAL.:	Mr.	TITLE:	
STREET:	3345 Canelo Drive	CITY:	Fort Meyers, FL
ZIP:	33901		
EMAIL:			
PHONE:	(813)936-1459	EXT.:	
FAX:		PRIN.:	

SOURCE: Don Campbell 1992

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N

MATERIALS: N

BRIEF DESCRIPTION:
In 1990, Allen Park Elementary School began a formative evaluation of their pilot technology projects, with a total of $30,000,000 funding to put into technology throughout a 5 year technology program. The school has computers in every classroom and online connections to NOA researships in Pacific.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
On-line Services

SCHOOL: American Indian Magnet School

D. NAME: St. Paul Public Schools

LAST:	Pewewardy	FIRST:	Cornell
SAL.:	Mr.	TITLE:	
STREET:	1075 East 3rd Street	CITY:	St. Paul, MN
ZIP:	55106		
EMAIL:			
PHONE:	(612)293-5938	EXT.:	
FAX:		PRIN.:	

SOURCE: D. THOMAS KING Aug. 1993

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
American Indian Magnet School offers several skill-specific computer labs, a multimedia library, and has integrated computer technology into its curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Multimedia

SCHOOL: Americus High School

D. NAME: Americus City School System

LAST:	Brown	FIRST:	Scott
SAL.:	Mr.	TITLE:	Technology Education Teacher
STREET:	805 Harold Avenue	CITY:	Americus, GA
ZIP:	31709		
EMAIL:			
PHONE:	(912)924-3653	EXT.:	
FAX:		PRIN.:	

SOURCE: District Response 9/93, NSBA info

SCHOOL TYPE:	3	PLAN (Y/N):	N

DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

There is a technology education curriculum at Americus which offers state-of-the-art technology to its students. They have a learning logic lab and an IBM lab. They utilize high tech equipment in a modern work setting.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Americus has a state-of-the-art technology lab with 15-18 modules, including robotics, video production, computer assisted drafting, computer assisted manufacturing, electronics, radio production, research and development, fiber optics.

They also offer their students use of the Learning Logic lab which features 30 motorola computers with software designed by National Science Center Foundation to teach Algebra I. There is online support in this lab which provides support for immediate updates to software.

In the school's IBM labs, there are 54 IBM computers which are situated in 2 side by side business education labs and are used to teach the business education curriculum. Late in 1993, Americus was preparing for this business curriculum to become industry certified.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Development

Robotics
Video Editing/TV Production
Electronics
Radio Production
Graphics

GENERAL FIELD OF STUDY: Art
SUBJECT: Drafting
Americus students have access to computer assisted drafting and manufacturing in the technology education lab with 15-18 modules.

GENERAL FIELD OF STUDY: Business / Economics
Americus has two business education labs which are side by side. They have a total of 54 IBM computers here which are used to teach the business education curriculum. Ms. Lila Pammore runs these IBM labs.

GENERAL FIELD OF STUDY: Mathematics
SUBJECT: Algebra
COURSEWARE: Nat. Science Center Foundation Software
Americus Algebra I students have access to software designed by the National Science Center Foundation in the Learning Logic Lab which has online support which provides immediate updates to software. Mr. John Ellison runs this lab.

SCHOOL: Andrea Robinson Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Jacksonville, FL
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, Aug. 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Andrea Robinson Elementary School offers interactive

multimedia production, and has a network, a TV studio, a technology supported Media Center, an interactive multimedia lab, and a computer lab.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Multimedia
  - Video Editing/TV Production
- Student Presentation
  - Multimedia

GENERAL FIELD OF STUDY: Computer Science / Technology
- SUBJECT: TV production

SCHOOL: Andrew Jackson High School

D. NAME:

LAST:	Rand	FIRST:	Si
SAL.:		TITLE:	Computer Coordinator
STREET:	207-01 116th Avenue	CITY:	Cambria Heights, NY
ZIP:	11411		
EMAIL:			
PHONE:	(718)528-4220	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Pisapia, Aug. 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Technology is used in three programs at Andrew Jackson High School: ESL, Native Language Arts (NLA), and Higher Achievement & Improvement through Instruction (HAITI).

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: English As A Second Language

SCHOOL: Angevine Middle School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Boulder, CO
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Dr. Pisapia

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
In a project with the University of Colorado at Boulder, 50 sixth graders from Angevine Middle School were assigned a mentor to assist them with their Science Fair projects. These mentors were exemplary pre-service teachers from the university.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Anoka Senior High School

D. NAME:

LAST:	Mittlefehldt	FIRST:	William D.
SAL.:	Mr.	TITLE:	
STREET:	3939 Seventh Avenue North	CITY:	Anoka, MN
ZIP:	55303		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NIFE images for action p15

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Anoka Senior High School offers its social studies students a four week program which combines technology with community involvement. Students work in teams to research, identify, and articulate social and economic problems affecting the state in a process that begins with a presentation by a State Planning Agency official about the state legislature's 15 top priorities

for Minnesota's future. Students complete the course with knowledge of how to work effectively in groups to identify, define, support, and articulate creative solutions to state problems.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Anoka students have access to: Apple IIc computers, Appleworks, IBM compatable computers, and databases.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
Student Development
Wordprocessors
Graphics

GENERAL FIELD OF STUDY: Social Studies
Anoka's social studies program teaches students invlauable skills such as how to work in groups to identify, define, support, and articulate creative solutions to state problems. The program is entitled Informed Students Make A Difference. Student teams (varied by learning style, gender, and age) examine three comprehensive databases to gather detailed information on 87 Minnesota counties, 49 states, and 170 nations to analyze issues such as healthcare for the elderly, wetlands preservation, and international trade. Students discuss with a state official public policy on issues that contribute to tensions in the regional economy. Computers and telephone interviews with local experts help students to develop a document that includes their recommended solutions, data supporting their positions, and effective graphics and maps they designed.

The teams present their proposals to the class in a simulated legislature, complete with mock lobbying and closed door negotiations. The best proposals are selected

by a class vote to use their materials and powers of persuasion again in a formal presentation to Minnesota state officials.

SCHOOL: Atlee High School

D. NAME: Hanover County Public Schools

LAST:	Shematek	FIRST:	
SAL.:	Ms.	TITLE:	Computer Coordinator
STREET:	10301 Atlee Station Road	CITY:	Mechnaicsville, VA
ZIP:	23111		
EMAIL:			
PHONE:	(804)730-3395	EXT.:	
FAX:		PRIN.:	Dr. Thomas L. Shortt

SOURCE: C.Urbansok-Eades'92/R.W. Batten8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

There are schoolwide network programs at Atlee High School. Both a CCC Program and the school's DISCOVER Career Guidance Program are considered to be state-of-the-art uses of technologies. The school has also conducted some evaluation studies of their use of technologies.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Baileys Elementary School

D. NAME: Fairfax County Public Schools

LAST:	Bennett	FIRST:	Mary
SAL.:	Ms.	TITLE:	Dir, Instructional

Technology
STREET: 6111 Knowlwood Drive CITY: Falls Church, VA
ZIP: 22041
EMAIL:
PHONE: (703)820-1863 EXT.:
FAX: PRIN.: Mrs. Carol Franz

SOURCE: R Wesley Batten'93/TelEd'93 speaker

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Bailey's Elementary School teacher Pat Orend presented a paper entitled "For the Birds" at the 1993 Tel Ed Global Communications conference about collaborative science projects.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

GENERAL FIELD OF STUDY: Science

SCHOOL: Barbara Jordon High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Houston, TX
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Barbara Jordan High School participated in STRIVE, an alternative program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: At-Risk Students' Education

SCHOOL: Bashaw Elementary School

D. NAME: Manatee County Public Schools

LAST:	Fullerton	FIRST:	Shelby
SAL.:	Ms.	TITLE:	Music Specialist
STREET:	3515 Morgan Johnson Road	CITY:	Bradenton, FL
ZIP:	34208		
EMAIL:			
PHONE:	(813)741-3307	EXT.:	
FAX:		PRIN.:	

SOURCE: Electronic School 9/92, p. A47

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Bashaw has the Music in Education (MIE) program from Yamaha Corpation in place in a laboratory setting. The program allows more than 900 students in grades 3 through 5 learn the fundamentals of music making and music appreciation.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

In the technology music lab, Bashaw has a 1-workstation; a $14,800 Music in Education program from Yamaha Corporation which includes many years' worth of instructional activities, software for instruction and management, teacher-training materials, and hardware: Macintosh computers connected to the students Yamaha keyboards by a Music Instrument Digital Interface (MIDI) electronic network.

Each workstation is shared by two students and has a split keyboard that can operate as one large keyboard or two independent keyboards, depending on the activity.

Bashaw's music program also offers a compact-disc listening program, where students can hear classical compositions and play along on their keyboards if they want.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Music Keyboards
CD ROM

GENERAL FIELD OF STUDY: Music

The music program at Bashaw includes a Macintosh for the teacher connected to the students' Yamaha keyboards by a MIDI (Music Instrument Digital Interface) which allows the teacher to: store compositions; monitor students

progress; turn students' keyboards on and off; access song accompaniments; change tempo and volume; and even encourage students through programmed feedback in her own voice over their speakers or headphones.

SCHOOL: Battle Ground High School

D. NAME:

LAST: Fierts
FIRST: Chris
SAL.: Mr.
TITLE: Computer Teacher

STREET: 204 W. Main
CITY: Battle Ground, WA
ZIP: 98604
EMAIL:
PHONE: (206)687-5171
EXT.:
FAX:
PRIN.: 206-687-6548 other number
SOURCE: 1992 SOTA Nominee

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Battle Ground High School has a computer lab with language arts technology applications, and offers video production classes to its students.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production
Steve Cox is in charge of the video production courses.

SCHOOL: Bear River High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Box Elder, VT
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia Aug 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Bear River High School have access to additional courseware through distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Distance learning

SCHOOL: Beaverdam Elementary School

D. NAME: Hanover County School District

LAST: Waldrop
FIRST: Richard D.
SAL.: Mr.
TITLE: Principal

STREET: Route 1 Box 190
CITY: Beaverdam, VA
ZIP: 23015
EMAIL:
PHONE: (804)798-5929
EXT.:
FAX:
PRIN.: Richard D. Waldrop

SOURCE: WesleyBatten'93/C Urbansok-Eades'92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Beaverdam Elementary School has a distributed schoolwide network.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Beech Grove High School

D. NAME: Beech Grove City Schools

LAST: Spelde
FIRST: Tony
SAL.: Mr.
TITLE:

STREET: 5330 Pacific Avenue
CITY: Beech Grove, IN
ZIP: 46107

EMAIL:
PHONE: (317)785-1447 EXT.:
FAX: PRIN.: also Gary Dunn, Ele. Sys.
SOURCE: Dr. Pisapia, 8'93 /Tony Spelde 7'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
The curriculum at Beech Grove High School is technology intensive. Students and teachers have access to a schoolwide novell network with networked IBMs, interactive video, e-mail, online access, and much more. An additional contact is Gary Dunn at Electrical Systems, 317-786-1447.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The system at Beech Grove High School is based on Crestron Equipment. It emphasizes assistance to teachers and students in preparing material for presentation in class on a six source integrated system. The school has a networked media retrieval on IBM and in the near future plans to be using DVI applications. They also have: IBM Linkway Live, DuKane School Management System, Columbia is the school's e-mail system, the Novell network, interactive television, voicemail, a homework hotline, a video retrieval center, automated media center, media retrieval, a television studio, a multimedia authority room with Level III interactive video, and electronic classrooms.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Teachers have access to an attendance dialer, a student management application, personal use of computers. There is a modified block schedule.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- School-wide network
- E-mail
- Voice Mail

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Distance learning
- Multimedia
- Instructional TV

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Video Editing/TV Production
  - Multimedia
- Student Communication
  - E-mail

GENERAL FIELD OF STUDY: Science
The science students at Beech Grove High School can utilize the school's video vicroscope.

SCHOOL: Belarmine School

D. NAME:

LAST:	Lundgard	FIRST:	Joan
SAL.:	Ms.	TITLE:	Assistant Curriculm Director
STREET:	850 Elm Street	CITY:	San Jose, CA
ZIP:	95126		
EMAIL:			
PHONE:	(408)294-9224	EXT.:	
FAX:		PRIN.:	

SOURCE: Mr. or Mrs. Farmer '92

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Belarmine school use a variety of filie and CD ROM programs.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

SCHOOL: Belle Valley Elementary School

D. NAME: Millcreek Township School District

LAST: Bliley FIRST: Judy
SAL.: Ms. TITLE: Second Grade Teacher

STREET: 5300 Henderson Road CITY: Erie, PA
ZIP: 16509
EMAIL:
PHONE: (814)835-5600 EXT.:
FAX: PRIN.: Sam Petruso, evaluator
SOURCE: Dr. Kyle Peck'92/Judy Bliley 10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Belle Valley Elementary was conceived, designed, and built as a technology intensive environment for children. During 1991 and 1992 second grade students and teachers were involved in two special technology projects: one involving children creating their own books in Microsoft with a senior citizen friend and for the other the second graders created their own books about a certain character they learned about watching a CD ROM program.

ORGANIZATIONAL PROFILE:
VISION: Belle Valley teachers/staff utilize technology to encourage the students to become active participants in the learning process, rather than passive listeners. They challange students and teachers to discover new ways of learning, thinking, problem solving, and

communicating.

MISSION: The school does not expect or intend to have their students' test scores soar because of using technology, but wants to give the children a chance to prepare themselves to live, work, and think in the 21st century.

TECHNOLOGY PROFILE:

The family rooms in each both kindergarten and 1st grade "houses" each have a center of 30 Macintosh LC computers. Grades 2-4 have clusters of approximately 8-10 Macintosh LC computers in each classroom, to keep a student-computer ratio of 3:1. A cluster usually has three children's desks situated around one computer to enable the students to work together cooperatively and to have instant access to the computer when they need it. All 5th grade classrooms are saturated with a Macintosh LC on every student desk. Each room has an imagewriter and there is a laser writer in every family room.

In total there are more than 400 Macintosh computers at work in the classrooms, on teacher's desks, in the library/media center, and in the administrative offices. Each classroom is also equipped with a VCR and cable television, while each family room houses a Macintosh LC III that interacts with a CD ROM, Video Laser Disc Player, and a small and large screen television.

The school primarily uses three software programs: Microsoft Works, MacPaint, and Hypercard, but also use the Writing Center and MacGlobe.

RESOURCES PROFILE:

TRAINING: teacher training and development plays an important part in Belle Valley's technology program. The district has a Teacher Training Lab at their Educational Center where much of the training is given. They also have much inservice training time given by other teachers, the computer speicalist, and sometimes by the children.

The computer specialist is to help the teachers and children learn new programs and technology. This specialist, with the help of the district technician, produced several videos on instruction in using software. The tapes are played on the district's cable station and are available in each school for teachers and students.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Belle Valley students use computers in all subject areas. They write spelling words, create stories, make spreadsheets and graphs, or design Hypercard programs that access video laser discs. Students design cities, design plot plans for the school garden graph the growth of the plants in this garden, discover coordinates in math, learn decimals and place values with a spreadsheet, create their own visual reports and presentations, publish booklets and newspapers, and operate a school banking program.

FACILITIES PROFILE:

Belle Valley was conceived, designed, and built as a technology intensive environment for children. The facility features six major grade level "houses," each configured to form a flexible teaching/learning setting. Whild the building is permeated iwth high technology, the grade level houses with their family rooms help it to retain a high degree of personalization.

ACCESS INFORMATION:

- Classroom Computer(s)
- Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Multimedia
- Instructional TV
- Laser Disc
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:

- Problem Solving
- Tools
- Drill and practice

TOOL FOCUS INFORMATION:

- Student Research
  - Laserdisc
- Student Development
  - Laserdisc
  - CD ROM
  - Spreadsheets
  - Desktop publishing
  - Hypercard Stacks
- Student Presentation

GENERAL FIELD OF STUDY: Grade Specific Curricula

SUBJECT: Writing

Seconde grade teachers and students at Belle Valley use computers in their daily work for all subject areas. During 1991 and 1992 they participated in two special technology projects. The first was to have the children create their own books in Microsoft on the computer with their senior citizen friend. The student and the seniors worked cooperatively on Macintosh computers to write their own stories. The seniors helped the studnets with spelling and correct sentence formation while the students taught the seniors how to use the computers. When the stories were finisthed and published they added a page with a picture of the student and their senior friend that were taken via computer and a program called Raster Ops. They also had a little autobiography about each of them.

Technology was the main instrument used to publish the book, but lasting friendships between the two age groups and self esteem building for both was the most beneficial part of the project.

The second project was for each classroom to write their own books again, with a different twist. The reknowned children's author, Marc Brown, is from Erie and went to the Millcreek schools. His main character "Arthur" became the focus of original books created on the computer by the second grade students. To help in the creation of these books, the students were introduced to Arthur by viewing the CD ROM program called "Arthur's Teacher Trouble." They also communicated with Marc Brown throughout the project and were visited by one of his former teachers. All the books created on the computer, but different rooms turned them into regular books, pop-up books, big books, and a Hyperstack book with animation. The published books were put in the school library for several weeks to share with other students.

SCHOOL: Belridge School

D. NAME:

LAST: Revenaugh FIRST: Matt
SAL.: Mr. TITLE: Technology Coordinator
STREET: CITY: McKittrick, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Teacher Magazine, 1/92, p19-21

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

In 1988, tax revenues from the area oil developments allowed this little K-8 district to buy every teacher and student at Belridge a computer for school and another for home use. The ambiguous project was called "District and Community of Tomorrow Today" or DACOTT 21/20 for short. The school seemed ideal because of its small class sizes, strong parental involvement (70% of parents participating in technology training eventually offeredby the school).

The goal was to develop a community of learners-including students, teachers, and parents-who could use technology to tap into vast sources of information. Students became very involved and excited about the technology--but failed to succeed on standardized testing and parents revolted about no learning going on. In 1990, a new back to basics principal was hired and DACOTT was halted. It was too difficult to bring a school which was organized much as it was 60 years ago into the age of high technology.

Matt Revenaugh, who assisted its two developers and who became Belridge's technology coordinator in 1991, attributes this failure to: 1) differences of opinion on the best learning environment for students, 2) misunderstandings about the significance of standardized test scores, and 3) the fact that the district had to go it alone with DACOTT without support of policymakers or guidance from earlier successful projects. By early 1992, Revenaugh had successfully enticed some teachers to work again with technology through a one-on-one, behind-the-scenes approach, and began pushing the pendulum back towards technology use.

ORGANIZATIONAL PROFILE:

VISION: DACOTT's goal was to develop a "community of learners" --including students, teachers, and parents--who could use technology to tap into vast sources of information. It was supposed to propel Belridge into the next century.

PLANNING: Even conditions seemed ideal for the DACOTT program, and plans were carefully laid,

Revenaugh attributes part of its failure to the lack of guidelines to follow. The project's members knew of no other similare venture and could not point to examples of longterm success to show parents to counteract the lower standardized test scores. They had no road map of obsticles so they could not prepare everyone for the rough times. They had no research to rely upon.

IMPLEMENTATION: Inservice training was the essence of the project's plans so that teachers could become proficient with their new computer tools.

TECHNOLOGY PROFILE:

Once DACOTT was established at Belridge in 1988, the building was endowed with laserdisc players, a television station, videocassette recorders, sophisticated music equipment, and enough software to keep the machinery whirring constantly.

RESOURCES PROFILE:

TRAINING: Once a week, students were sent home an hour early and teachers gave up an hour of their free time to take part in two hours of inservice training that helped them become proficient in their new tools. After DACOTT's removal in 1990, Revenaugh began a one-week inservice training program on technology in spring 1991 which proved successful.

FUNDING: McKittrick California is surrounded by desert and miles of oil fields. In 1988, tax revenues from oil development allowed officials to fund the DACOTT program. Failure of the program is attributed to the fact that there was no financial assistance or guidance from the state or federal leadership.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
When Revenaugh began to revive technology use at Belridge in 1991, few teachers were utilizing it asside from math and English teachers.

FACILITIES PROFILE:
The school was fit with an Intergrated Learning System in 1988 with the launch of the program, but it was sold along with 25 workstations in 1990.

ACCESS INFORMATION:
- Buddy System
- Classroom Computer(s)
- Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia
- Laser Disc
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Music Keyboards
  - Video Editing/TV Production
- Student Presentation
  - TV
  - Camcorder

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Spelling

SUBJECT: Writing
Between 1988 and 1990 when the project was active, some students wrote, edited, and produced a news show for the school's local TV channel. Teacher Pam Martinez, new in 1990, uses her classroom computers for spelling, word processing, and journal and essay writing.

GENERAL FIELD OF STUDY: Mathematics
Teacher Kathy Niino uses some math software in her 1st and 2nd grade classroom. It allows her to help one student who needs help while her other students can work independently. In her 1991-1992 classroom, she had one student working at the 4th grade level while another was at the kindergarten level.

GENERAL FIELD OF STUDY: Social Studies
While DACOTT was in practice, 5th and 6th graders held their own presidential election, registering voters, designing and printing ballots, and tabulating votes on computer. Teacher Pam Martinez, new in 1990, presented a laserdisc video segment on the Bill of Rights to her class when teaching about the Constitution. Students enjoyed it.

SCHOOL: Bethal Park Senior High School

D. NAME:

LAST: Pollner FIRST: Carol
SAL.: Mrs. TITLE: Librarian

STREET: 309 Church Road CITY: Pittsburg, PA
ZIP: 15241
EMAIL:
PHONE: (412)854-8560 EXT.:
FAX: PRIN.:

SOURCE: Ms. Blanche Woolls 6'92

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Bethal Park Senior High School has a renovated automated library which uses the Josten's ILS pacakge.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Bethel High School

D. NAME: Hampton City School District

LAST: Hurwitz FIRST: Sharon
SAL.: Ms. TITLE: Technology
Faciltator
STREET: 1067 Big Bethel Road CITY: Hampton, VA
ZIP: 23666
EMAIL:
PHONE: (804)825-4400 EXT.:

FAX: PRIN.: W. David Pearson

SOURCE: MERC Case study 3/93

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Since 1986, Bethel High School has attempted to integrate technology into its curriculum. In 1989 it was chosen to pilot Hampton City Schools' Smart School program as part of the Central Administration's five year technology plan. This meant restructuring Bethel to integrate the newest forms of technology into the instructional program in order to better prepare students for the technology saturated world.

The concept of the smart school is using the computer as a tool, not as a teaching device to help deliver certain knowkedge or skills. The 1625 students and 130 teacher/staff are linked to information resources found inside the school and throughout the world.

Approximately 10% of the student population participates in the free or reduced lunch program.

ORGANIZATIONAL PROFILE:

VISION: Bethel teachers acting as facilitators and students as creators of products; the end of mass education; new literacies in technology; by the end of high school, each student will be a technologically informed and responsible citizen ready for higher education or the working world; maximum use of technological tools for learning; redifinition of school age (age 2-5 preschool, 6-11 lower school, 12-15 upper school, 15-18 internship, 19-21 career development, 21-24 career or higher education); redefinition of school year/day (200 days with sessions 7:30 to 6:00 with flexible hours.

IMPLEMTATION: Assistant principals are: William Cawley, Carrie Horne, and David Leech; Media resource specialists are Kerin Stein and Deborah Meyers.

SMART SCHOOL PROJECT: As a Smart School, Bethel has an infrastructure to carry information in all its forms throughout the building in all

directions at once. It is a system for two-way communications that extend beyond the walls of the classroom to other schools, organizations in the city, state, and world. A semi-automated system tracks individual student performance closely and is able to regularly prescribe individualized curriculum plans or IEPs based on an individual's readiness.

Since smart schools take much time to develop, stages of implementation and development have been worked into five levels. By 1992, Bethel was in level 2 but expected to be in Level 4 by 1993.

GOALS: 1) identify the most useful of new and emerging technologies in the context of the public school environment, 2) design integrated instructional systems that will maximize the usefullness of these technologies, 3) identify needed information services and sources of information, and then implement systems to deliver these services to the classroom and beyond to the home and workplace, 4) develop training and support for teachers to learn to use the technologies to create an interactive learning environment for students, and 5) evaluate each of the technologies, delivery systems, training and support structures and related components so that all schools in the district can effectively utilize smart school resources and techniques.

TECHNOLOGY PROFILE:
In 1993, Bethel students had the following available to them: video cameras, editing equipment, color Macintosh computers, network Macintosh computers in the library, 5 comptuer labs (one each for English, Math, Business, General, and Training), CD ROM, an electronic classroom which connects students to the world through a satellite dish (CNN Newsroom, Kidnet, Channel 1, Remote instruction), parent access via phone and/or modem, databases in subject areas, electronic encyclopedias, e-mail (VA PEN and Profs), fax machine, scanners, video projection, level III interactive videodisc, a Local Area Network linking many classroom computers to the online library card catalog and various CD ROM information resources; and a network modem which connects the school computers to other computers through the telephone lines.

SOFTWARE: of the 120 software packages include Grolier's Electronic Encyclopedia and NewsBank CD ROM. By design, very little traditional CAI software is available on the

school network.

The library uses Alexandria library management system for automated circulation inventory.

In 1986 Bethel had one computer lab with 13 Apple 2E computers being shared by the Math and English department. In 1991 and 1992 additional labs and hubs were installed. THe school has standard coaxial cable to all classrooms.

RESOURCES PROFILE:

TRAINING: In 1992 Bethel was chosen for the site of Super Saturday Training classes, teh Hampton Summer Technology Institute and the Consortium for Interactive Instruction's Fall '93 Conference. Most teachers receive technology training during their planning periods and/or during short after school training sessions for which the teachers received recertification points.

The following are seven innovative staff development techniques: 1) show one teacher one program which could benefit his/her classroom so that once that teacher became enthused, he/she could inspire other teachers to try it.
2) give some sort of survey each year to find out what the needs of the teachers are.
3) offer some training courses both during and after school.
4) encourage teachers to attend workshops and conferences about technology by creating incentives to attend such as door prizes and goody bags.
5) encourage students to become demanding of their teachers to take them to the computer labs.
6) teach non-technology-using teachers' classes for them using various technologies to show them the process.
7) keep candy and or chips, or a snack of some kind in the teacher's lab.

SUPPORT: In 1990, two staff members were chosen to become the change agents for the school. Library Media Specialist Debbie Myers became the Network Administrator and Sharon Hurwitz became the Technology Facilitator. These two have been sent to conferences and workshops and have the responsibility of training and guiding the reset of the staff. Central office provides technical networking support, a library teacher, a teacher specialist, and a technology classroom teacher, all of whom provide some support to Bethel and to other Hampton schools.

FUNDING: From her masters testing research in how computers helped the writing fluency of unmotivated students, an English teacher at Bethel won a VEA minigrant to purchase software in 1986.

ADMINISTRATIVE USES OF TECHNOLOGY:
ARTIFICAL Intelligence: An expert system automatically assesses students each time they interact with the computer and draws upon the master student testing database to generate IEPs weekly for each student.

Macintosh computers are the chosen platforms for teacher use. Several teachers use gradebook programs and most teachers used word processing wth several using desktop publishing applications for productivity. The library card catalog is on computer and a computer/barcode book checkout system was introduced in 1993. All computers on the network can communicate using Microsoft Mail.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

From 1991 to 1993, Bethel participated in a project entitled Using Technology for Real World Applications which used technology to improve self esteem and student attitudes about schoolwork. Bethel has advanced into a cooperative learning exchange. Students learn from and with each other as they work together to solve problems and investigate new ideas. They are publishing for themselves and for the real world.

FACILITIES PROFILE:
There was a class room built to accomodate a full 19-workstation Cad-Cam laboratory in Technology Education but funding ran out before the coumputers could be installed.

ACCESS INFORMATION:
- School-wide network
- Classroom Computer(s)
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Simulation
- Tools

TOOL FOCUS INFORMATION:

Student Research
- Telecommunications
- Databases
- On-line Services

Student Presentation
- Camcorder
- Multimedia

Student Development
- Bar Codes
- Hypercard Stacks
- Desktop publishing

GENERAL FIELD OF STUDY: English / Langauage Arts

SUBJECT: Journalism

The journalism staff has used the desktop publishing features to increase the production of the school newspaper and give students increased control. The creative writing staff used desktop publishing features to create a first place winning Literary Magazine.

GENERAL FIELD OF STUDY: Social Studies

SUBJECT: Geography

Remeidal ninth grade geography students created hypermedia stacks on products made in individual US states. They then used SuperPaint to create bar graphs displaying their findings.

SCHOOL: Beverly High School

D. NAME:

LAST:	Witwicki	FIRST:	Anthony
SAL.:	Mr.	TITLE:	
STREET:		CITY:	Beverly, MA
ZIP:	01915		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NFIE images for action p30

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

At Beverly High School (which enrolls students

in grades 6-12) cutting edge technology is revitalizing student interest in the humanities with purposeful learning activities that generate a sense of civic pride in a project called The Future of History.

Students at Beverly High School come from suburban, primarily Caucasian families, with a growing percentage of African- American, Hispanic, and Cambodian families.

ORGANIZATIONAL PROFILE:

VISION: Interdisciplinary work that is hands-on, revelant and meaningful to students is a key to better learning, which becomes more exciting for everyone in a cooperative setting where teacher and students learn together.

TECHNOLOGY PROFILE:

Macintosh computers, modem, short-wave radio receivers, laserdisc/HyperCard, and CD-ROM player, microfilm readers, and printer.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Computer lab work serves as a complement to the existing curriculum by alllowing the kind of indepth exploration of a particular topic that encourages students to move beyond abstract data. Using technology for research of primary sources, students at Beverly explore the human relationships and experiences behind the dates and facts of this early Massachusetts town.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Laser Disc
Multimedia

GENERAL FIELD OF STUDY: Social Studies

SUBJECT: History

After introducing a particular time period, the history teacher moves students to Beverly's lab. With the help of computers, modems, and short-wave radio receivers, students begin researching what was happening locally during that time period. They examine school publications, yearly reports from the city, city census reports, immigration figures, industry profiles, literature, diaries, and ships catalogues to learn about the historical inhabitants of

their home town.

The research stimulates students and makes them want to learn. With primary resources collected as part of a city archive project, the lab engages teachers and students in hands-on historical research with biographical focus. Students take pride in their work as they use the technology to practice the craft of writing history.

SCHOOL: Bishop Strachan School

D. NAME:

LAST:	Willing	FIRST:	Kathlene R.
SAL.:	Ms.	TITLE:	
STREET:	298 Lonsdale Road	CITY:	Toronto, Ontario
CANADA,			
ZIP:	M4V 1X2		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 1, p. 373 3/21/93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Teacher Kathlene Willing coauthored a paper in 1993 entitled Integrating Computers into Whole Literacy Classrooms. She discusses three steps: 1) software related to subjects, 2) software related to theme, and 3) software and whole literacy.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

SCHOOL: Blacklock Elementary School

D. NAME:

LAST: Maynes FIRST: Jan
SAL.: Ms. TITLE:

STREET: CITY: Langley, BC, CANADA,
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: TelEd'93 speaker

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Teacher Jan Maynes presented a paper entitled Data Collection, Analysis, and Exchange--Journeys to School at the Tel-Ed '93 Global Connections conference in Dallas Texas.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

SCHOOL: Blackstock Junior High School

D. NAME: Hueneme School District

LAST: Hager FIRST: C.S.
SAL.: TITLE: Program Coordinator

STREET: CITY: Oxnard, CA
ZIP:
EMAIL:
PHONE: (805)488-3588 EXT.:
FAX: PRIN.: Ron Rescigno,
technology
SOURCE: Sch Nwsltr Spr'92/ Dr.Kyle Peck '92

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

For the 1991-1992 school year, Blackstock was selected as the one school in Huneme District to partake in its study the relationship between the district's technology plan and its effect of 7th and 8th grade students' critical thinking skills.

Blackstock has received international recognition for its leadership in developing technology. Their high visitibity of the model classrooms has attracted many national and international visitors.

In April 1992, Blackstock was selected as a California Distiguished School for 1992, a very prestiguous recognition.

ORGANIZATIONAL PROFILE:

VISION: The goals of Hueneme's master plan for educational technology are:
-to research, acquire and develop necessary software and hardware
-to develop the ability of the staff to incorporate technology into the classroom
-to integrate technology into the everyday school instructional program
-to develop new applications for educational technology
-to acquire and develop an electronic management system which lessens paperwork and record-keeping while allowing teachers more time to teach

-to use educational technology as teaching, learning, and instructional management tools.

IMPLEMENTATION:
Technology changed the curriculum from a static representation of knowledge to a dynamic one. The core curriculum for the Smart-School is driven by an integrated computer based audio/video system designed to support student learning.

Within Blackstock's History curriculum, the following have been implemented as primary usages: multimedia/HyperCard, Presentation, and Simulation. The following are secondary usages: desktop publishing/writing, direct instruction, research skills.

TECHNOLOGY PROFILE:

Blackstock is set up as a "First Generation Smart School" through a collaboration with GTE.

The Smart-School is a combination of electronically controlled classrooms, labs, and administrative support services which create a total interactive learning environment. It creates smaller communities for governance and learning by resturcturing the school into Academic Houses, grouping teachers and students together into teams. The Smart-Office functions as the link to the different classrooms.

The Smart-Classroom is a classroom supported by an infra-structure which provides the capacity and connectivity necessary for all data, voice, and video applications. Its promise is the creation of an interactive learning environment where the integration of all learning is the essence of education.

RESOURCES PROFILE:

FUNDING: Huneme has become one of six California school districts funded by a grant from the state DOE to research, develop, validate, and disseminate a wide range of technology-based instructional and administrative programs, practices, and planning procedures to other schools throughout the state. However, before Hueneme was selected as the sixth disctict to receive this funding, the encouragement of local assemblyman Tom McClintock and a special visit from the former governor caused legislation to be sponsored which allowed the district to continue its Model Technology Project.

ADMINISTRATIVE USES OF TECHNOLOGY:

One of the stated goals is for Blackstock to acquire and develop an electronic management system which lessons paperwork and record keeping while allowing teachers more time to teach.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

INTEGRATION - instructional applications within history; American History teacher Steve Carr's classroom has been transformed into a technology-enhanced cooperative learning environment. The room contains an impressive array of equipment, arragned in clusters that allow students to participate in both large-group activities and lessons and small-group, team oriented projects. According to Carr, "Students learn that if they are going to succeed, they've got to cooperate, not only within their group, but also with the other groups."

Specifically, Carr uses networked Apple Macintosh computers with the software package, "Wagon Trail 1848," a networked cooperative simulation package.

FACILITIES PROFILE:

ACCESS INFORMATION:
- Laptops

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Simulation
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Desktop publishing
  - Hypercard
- Student Presentation
- Student Research

GENERAL FIELD OF STUDY: English / Langauage Arts

The Smart classroom has curriculum specifics for language arts.

GENERAL FIELD OF STUDY: English As A Second Language

English as a Second Language is part of the Smart School curriculum.

GENERAL FIELD OF STUDY: Science

Science is on the Smart School curriculum.

GENERAL FIELD OF STUDY: Social Studies

SUBJECT: History

American History teacher Steve Carr has created a unique technological environment with the history curriculum at Blackstock. Topics covered include the American Revolution, Colonization, US History, and Westward expansion. Multimedia, HyperCard, and simulation technologies are strongly utilized.

Carr encourages cooperative learning. Use of "Wagon Train 1848" software program is an example of how technology is integrated into the curriculum at Blackstock. The program uses a network of MAC computers to simulate a wagon train traveling along the Oregon Trail. Each computer represents a single wagon and the groups of students at each computer are the wagon's passengers. Students keep track of the wagon's progress, communicate with one another, and vote on decisions over the network.

Carr also makes extensive use of the interactive videodisc GTV: A Geographic Perspective on American History. With this, each team of students assume the role of a small advertising agency that must persuade a key historical figure or group on a particular historical issue. In the unit on colonization, one team had the task of creating a presentation that could be used to persuade Native American chiefs not to let the Europeans colonize America. Another team had to present to Queen Elizabeth persuading her to colonize America.

TECHNOLOGIES used: Apple Macintosh computers, HyperCard, Visual Alamnac, MacroMind Director, The Great West, TimeLiner and April Morning.

SCHOOL: Bloomington North High School

D. NAME: Monroe County Schools

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Bloomington, IN
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Carole Novak 12/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N

MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: Y

STAFF DEVELOP.: N
NETWORK (Y/N): Y

BRIEF DESCRIPTION:
Bloomington North High School was slated to join the Indiana Partnership Network in September 1993. It is a model project designed to bring the advantages of communication technology to education, ecornomic development, and healthcare to two counties. Partnership Network is an interactive video network that planned to have the following linked by Sept. 1993: seven Indiana schools, the Monroe County schools' Administrative Center, Indiana University, and Indiana Vocational Technical College in Bloomington.

ORGANIZATIONAL PROFILE:
NETWORK: The state network enables more than 5500 students and 250 teachers at the rural and urban schools to conduct joint classes and share ideas, to take classes at Indiana University and Ivy Tech, and to take "electronic" field trips.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: Indiana Bell and Smithville Telephone Company joined together to sponsor the Partnership Network. Smithville is calling the educational portion of its fiber optic network BETT, the Better Education Through Technology network.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Connections to the network will allow students at North to take electronic field trips to sites such as the Indianapolis Children's Museum and the Indianapolis Zoo without leaving their classrooms.

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Student Communication
E-mail

SCHOOL: Bloomington South High School

D. NAME: Monroe County Public Schools

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Bloomington, IN

EXT.:
PRIN.:

SOURCE: Carole Novak 12/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Bloomington South High School was slated to join the Indiana Partnership Network in September 1993, a model project designed to bring the advantages of advanced communication technology to education, economic development, and healthcare to two counties. Partnership Netowrk is an interactive video network that planned buy September 1993 to have the following connected to each other: seven Indiana schools, the Monroe County Schools' Administrative Center, Indian University, ane Indiana Vocational Technical College in Bloomington.

ORGANIZATIONAL PROFILE:
NETWORK: The state network enables more than 5500 students and 250 teachers at the rural and urban schools to conduct joint classes and share ideas, to take classes at Indiana University and Ivy Tech, and to take "electronic" field trips.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: Indiana Bell and Smithville Telephone Compnay joined together to sponsor the Partnership Netowrk. Smithville is calling the education part of its fiberoptic netwoprk BETT, the Better Education Trhough Technology network.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Connections to the network alllows South students to take electronic field trips to sites such as the Indianapolis Childrens Museum and the Indianapolis Zoo withouth leaving their classrooms.

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Distance learning
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Student Communication
E-mail

SCHOOL: Blowing Rock Elementary School

D. NAME: Watauga County School District

LAST:	Ostwalt	FIRST:	Mary
SAL.:	Ms.	TITLE:	
STREET:	Sunset Drive	CITY:	Blowing Rock, NC
ZIP:	28605		
EMAIL:			
PHONE:	(704)265-5634	EXT.:	
FAX:		PRIN.:	Joyce Alexander

SOURCE: Richard Riedl, 11'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y

CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Blowing Rock Elementary School is part of the Impact North Carolina Project which uses ISDN for LAN sharing, video and multimedia connections. Studnets use telecomputing, multimedia, and wordprocessing technologies.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Technologies: videoconferencing, multimedia, LegoLogo, Microsoft Publisher, telecomputing, databases, spreadsheets.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Students are actively involved in a variety of creative, collaborative activities that cross grades and curricular lines. All students have time with available technologies.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Spreadsheets
  - Databases
- Student Development
  - Wordprocessors

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Blue Ridge High School

D. NAME:

LAST: Mitchell FIRST: Bill
SAL.: Mr. TITLE:

STREET: 2151 Fews Chapel Road CITY: Greer, SC
ZIP:
EMAIL: ntbmtch@clustl.clemson.ed
PHONE: (803)895-0139 EXT.:
FAX: PRIN.:
SOURCE: Interface newsletter summer 93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Blue Ridge High School participates in a project designed to restructure curriculum and instruction delivery through the use of multimedia technology. It began as a South Carolina Target 2000-funded innovative schools grant. In addition to participating in this project, Blue Ridge sponsors the summertime technology training session, the Blue Ridge Institute, in conjunction with the state Department of Education.

ORGANIZATIONAL PROFILE:
GOAL: to offer multimedia courseware which will enhance students' learning processes in all projects.
PROJECT: The Blue Ridge Project operates as a site-based courseware development lab within Blue Ridge. Students create multimedia courseware in colaboration with their supervising teachers. This laboratory is a cooperative teaching/learning environment where students develop skills in higher level thinking, communication, and creative problem-solving using multimedia products.

TECHNOLOGY PROFILE:
Multimedia technology, i.e.: computers, scanners, videodiscs, compact discs, digital projection devices, video digitizing equipment, and other hard and software.

RESOURCES PROFILE:
FUNDING: The Blue Ridge project began as a South Carolina Target 2000-funded innovative schools grant.

TRAINING: Each summer, Blue Ridge sponsors the Blue Ridge Institute in conjunction with the state dept. of education. This is a training session which teaches educators how to create multimedia courseware. Teachers who complete this summer institute receive three hours of recertification credit. By the end of 1993, over 600 teachers participated.

Teacher education is a substantial part of the Blue Ridge Project's mission. Thorugh a collaboration with Converse College, educators can receive three hours of graduate credit for EDU521: Interactive Multimedia Courseware Development.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The Blue Ridge Project depends on students to be the technical experts while teachers serve as content experts. Teachers create and use subject specific and interdisplinary courseware to support both theirs and student presentations of curricular materials. All multimedia courseware is open-ended in structure so that it may be customzed to the individual needs of teachers and students.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Multimedia
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Multimedia
  - Videodisc
  - Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Bluford Communications School

D. NAME: Greensboro Public Schools

LAST:	Camp	FIRST:	Jean
SAL.:	Ms.	TITLE:	

STREET: 1901 Tuscaloosa Street CITY: Greensboro, NC

ZIP: 27401
EMAIL:
PHONE: (919)370-8120 EXT.:
FAX: PRIN.: Terry W. Worrell

SOURCE: RRTE vol 1, p. 146 March 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Technology has played a key role in the resturcturing of Bluford School, a 36 yar old inner city facility turned into a magnet communications school. Within two years, this traditional elementary school housing about 420 students in grades 3-5 was transformed into an innovated child-focused center for students in K-5. Bluford, a magnet school built around a communications theme, serves students of varying abilities and socioeconomic levels from throughout the city, while maintaining racial balance.

ORGANIZATIONAL PROFILE:

MISSION: to prepare students to become life-long learners in the next century and to live productively by being problem-solvers, effective communicators, and collaborative workers.

PLANNING: In resturcturing Bluford, technology was used to encourage critical thinking and problem solving, cooperative learning, whole language instruction, and an interdisciplinary approach to learning.

The budget included a technology compponent to provide the tools and training needed to support instruction and refine communications skills.

Site based management practices allow for ongoing program evaluation and collaborative goal setting by parents, staff, and the administration.

TECHNOLOGY PROFILE:

Computers, modems, laserdiscs, CD ROMs, projection devices, nad video cameras are accessible throughout the school in classrooms, labs, and the media center.

RESOURCES PROFILE:

FUNDING: For the 1989-90 school year, Bluford was awarded a federal grant for the initial year of implementation which the district submitted a proposal for "an innovative program which would provide parents an alternative to traditional school settings while promoting integrated schools."

The local Board of Education has maintained a committment to support the program and provide funding since grant money is no longer available. Partnerships with local businesses and active involvement by the PTS provide additional resources.

SUPPORT: A communications specialist serves as a resource to students, staff and parents in the acquition, interpretation, and utilization of the latest technologies. She assists staff members in planning instructional activities to enhance the curriculum and maximize student achievement.

TRAINING: This specialist plans and coordinates staff devekopment sessions each week to help teachers effectively integrate technology into the curriculum and make the best use of available technological resources.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Technology is infused throughout the curriculum to address the basic education needs of all studnets and empower both teacher and learners in an exciting, dynamic, environment. Special emphasis is placed on reading, writing, listening, speaking, communication through performance and the critical thinking skills that propel the process of communication.

Essential elements of the instructional program include telecommunications, television and video production, desktop publishing, whole language multimedia experencies, and fully automated media resources.

Technology tools are used in the writing process, preparing presentations, telecommunicating with students throughout the world, locating and accessing information, publishing, and reinforcing skills in all subject areas.

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail
- Classroom Computer(s)
- Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Multimedia
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Laserdisc
  - Desktop publishing
  - Telecommunications
  - CD ROM
- Student Presentation
  - Camcorder
  - VCR
  - Telecommunications
  - Multimedia
- Student Communication
  - E-mail

SCHOOL: Boonton High School

D. NAME:

LAST:	Donnelly	FIRST:	Robert J.
SAL.:	Mr.	TITLE:	ENABLE Project Director
STREET:	306 Lathrop Avenue	CITY:	Boonton, NJ
ZIP:	07005		
EMAIL:			
PHONE:	(201)335-9700	EXT.:	
FAX:		PRIN.:	

SOURCE: Laptop Notes 10/91, p. 2-3

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N

MATERIALS: Y

BRIEF DESCRIPTION:

Boonton High School participated in Operation ENABLE (Entering a New Age: the Boonton Laptop Experience) during the 91-92 schoolyear. Since the first computer lab was installed here in 1981, technology has been an important aspect of education at Boonton. By 1991, there were four computer labs which limited computerized instruction to full class, in-lab instruction until the Laptop project.

ORGANIZATIONAL PROFILE:

VISION: The teachers involved in initiating Operation ENABLE were excited about using the laptops to help students do more independent and interdisciplinary work and allowing them, as teachers, to act more as coaches and less as lecturers.

LAPTOP PROJECT: The Boonton laptop team created a "home-base" class consisting of a ninth grade earth science class for the project. Earth Science teacher Richard Petrein developed activities that integrate the laptop into the earch science curriculum. These students will keep their laptops for use in other classes and at home.

GOALS: Boonton teachers hope to increase student interest in science and in computers, to raise the self esteem and to improve students' writing and research skills through electronic mail exchanges with other students and investigations of databases and bulletin boards via modem.

Their proposal states their objectives are: to explore ways of using technology to restructure teaching to be more student centered rathered than teacher centered; to include more cooperative tasks rather than individual tasks; to make learning more active and less passive; to shift more responsibility for student learning from the teacher to the student.

TECHNOLOGY PROFILE:

Laptop computers.

RESOURCES PROFILE:

FUNDING: Boonton received a grant from the Panasonic Communications and System Company.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- Laptops
- Buddy System
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Telecommunications
  - Databases
  - On-line Services
- Student Communication
  - E-mail

GENERAL FIELD OF STUDY: Grade Specific Curricula
SUBJECT: Earth Science/Weather

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather
One specific class of ninth grade earth science students were chosen as the Home Base to try out their Operation ENABLE Laptop project where students use Laptops for this science class and are allowed to use them in other classes and at home.

SCHOOL: Box Elder High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Box Elder, VT
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, Aug 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Box Elder High School uses distance learning to broaden its course offerings.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Distance learning

SCHOOL: Box Elder School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Rocky Boy Reservation, MT
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: RRTE vol 2, p. 726 March 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Students at Box Elder School in rural Montana

corresponded electronically with students at Taft Middle School in Boston Massachusettes and at Hobson Public School in Montana in a 1992 project to enhance diversity by utilizing telecommunications technology. The Native American students at Box Elder represent the Chippewa Cree culture fromthe Rocky Boy Indian Reservation. This project initiated contact between these sets of students using telecommunications technology as the means for sharing their lifestyles and experiences.

ORGANIZATIONAL PROFILE:

PROJECT: The coalition provides an opportunity to both talk about differences in culture and lifestyles, and to gain the rewards of building knowledge from relationships with others. Box Elder students send messages to Taft Middle School students in Boxton through the use of K12NET (FIDONET) and the INTERNET. Classroom teachers manage the exchange between these students and guide the discussions and classroom work to take advantage of the intracurricular opportunities such exchanges provide.

Project GOALS are for students: to understand more fully the differing cultures and environments in which studnets live; to conduct curricular projects in science, social studies, and technical education; and to create a curriosity and desire to continue to communicate and learn with those of differing cultures and locations.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:

E-mail

TECHNOLOGY FOCUS INFORMATION:

Telecommunications
Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Student Communication
E-mail
Telecommunications

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Brandies High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: New York, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE Vol. 2 1244-1247, March 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
During 1985-88, Brandise High School was involved in a program entitled "Telecommunications and Computer Basic Skills Training Program" which was an interaction involving a non-profit organization (Boys of Yesteryear) and a higher education institution. It is a student operated technology based learning environment. The goal of the project was to keep potential drop-outs or at-risk students from dropping out in high school. Students are primarily Hispanic and Hatian.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The telecommunications project was funded by New York City's Department of Youth Services.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

GENERAL FIELD OF STUDY: At-Risk Students' Education

SCHOOL: Brighton High School

D. NAME: Boston Public Schools

LAST:	O'Rourke	FIRST:	Jane
SAL.:	Ms.	TITLE:	
STREET:	25 Warren Street	CITY:	Brighton, MA
ZIP:	02135		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2, p. 1301 March 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Brighton High School teacher Jane O'Rourke coauthored a paper entitled "CLIPP: Teachers take a Giant Step" in March 1993. CLIPP, the Computer Learning and Information Processing Program, is an intensive five week summer program on the Dartmouth College Campus designed to train teachers in the educational uses of computers and has been ongoing since 1984. Each summer 35 public middle and high school teachers are selected to attend.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Broad Water Public Elementary Sch.

D. NAME: School District 128

LAST:	Vanderheiden	FIRST:	Donald
SAL.:	Mr.	TITLE:	
STREET:	323 North 7th Street	CITY:	Broken Bow, NE
ZIP:	68822		
EMAIL:			
PHONE:	308-789-5515	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Broadwater elementary school has multipoint fiberoptic cable.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:
Multipoint fiber optic cable in network.

SCHOOL: Brown Barge Middle School

D. NAME:

LAST:	DeWitt	FIRST:	John

SAL.: Mr. TITLE:

STREET: 151 East Fairfield Drive CITY: Pensacola, FL
ZIP: 32503
EMAIL:
PHONE: (904)444-2700 EXT.:
FAX: PRIN.: Camille Barr

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	Y	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

After significant visitation to "model" schools, attendance atmiddle school conferences, reviewed profissionsl literature, and consulted nationally regognized theorists, the faculty of Brown Barge Middle School saw need for complete reorganization of theircurriculum into a fully integrated curriculum. In 1993, they completed their three tier approach in a 100-page document.

As a result Brown Barge offers its students an integrative and largely technically delivered curriculum.

ORGANIZATIONAL PROFILE:

VISION: At Brown Barge Middle, formal academic subjects have been replaced with integrated thematic units called streams.

The THEMATIC APPROACH Brown Barge follows is based upon thematic unit lessons they call "Streams." Streams provide broad areas of study based on a central idea or concern with which the student can clarify. Stream topics are inferred from the results of periodic surveys of parents, students, and faculty which provide responses concerning personal, societal and educational issues. The student journal is a component of the evaluation process and provides additional opportunity for students to make stream topic suggestions. Each quarter a student registers for one stream, after reading the course offerings which include the title, topic, premise, and description for each stream.

The THREE TIER instruction model includes ACQUISITION, APPLICATION, and SIMULATION to provide the structure necessary to deliver the

thematic stream approach to content. Each stream demands the use of specific knowledge areas and skills. The Acquisition tier provides the student with the most basic skills necessary for success in this curriculum. The Application tier consists of the presentation of knowledge areas which support the stream. The Simulation tier brings all of the preparation gained at the Acquisition and Application tiers to bear on the central issue or concern of the stream and creatively applies that knowledge to those issues and concerns.

ASSESSMENT: The Collaborative Learning Profile (CLP) includes a portfolio of student work, student journal entries, teacher evaluation of student performance, test results, parental input, and CLP conferences.

TECHNOLOGY PROFILE:

The APPLICATION Tier makes use of a broad range of technological devices and services. Telecommunication capabilities enable students and teachers to consult off-site databases and services pertinent to stream topics. Various on-site electronic databases, multimedia information packages, software (graphics, wordprocessing, presentation, desktop publishing), video digitizing, and video editing equipment/programs. All of these are available via the plant network or at local workstations.

Brown Barge also has: laser disc players, video cameras and recorders, video editing and digitizing hardware, CD-ROM drives large screen monitors, and closed circuit television. They have electronic profiles and collaborative learninng profiles stored electronically.

The emphasis of technology use at Brown Barge is on the discovery process rather than drill and memorization.

RESOURCES PROFILE:

TRAINING: The integrated approach utilized at Brown Barge believes autonomous teaching teams can implement a curriculum which is driven by thematic intrepretation of student concerns. The degree of collaboration required of a faculty committeed to theirtruly integrative approach (elimination of accepted subject area boundries with student concerns determining methodology and content) is much greater than common middle school "team teaching."

Teachers' avocational interests, facilitative skills, enthusiasm for learning, and capacity for professional cooperation will routinely supplant "certification area" preparation in delivery of an integrative curriculum. Some training at Brown Barge comes through participation in curriculum restructuring as teachers become familiar with their "integrative teaching role." Administrators believe that a faculty intent on full integration of its curriculum must engage in a cathartic process. Methodical rejection of professional axioms which have defined the content areas and teacher role is central to this process. The new teaching role is revealed, as well as defined, by the teachers taking part in the restructuring process.

Soft/hardware vendors involved in the project provide some technical training for teachers. Faculty members who possess technical expertise also assist training. Such technical training was one of the primary aspects in their restructuring program so that teachers became familiar enough with the technology so integration can follow.

ADMINISTRATIVE USES OF TECHNOLOGY:
An administrative computer network provides Brown Barge an interface with state and district databases as well as expedites the considerable clerical tasks associated with a curriculum of this nature.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Instructional rationales for use of technology at Brown Barge include motivation of the student, expedition of the learning process, inclusion of multi-sensory learning, and expansion of the possibilities for student assignments and projects.

Simulations incorporate technology to varying degrees according to their design. Construction of a space colony would utilize computer-aided design software, telecommunications capabilities, local databases access, and tools to build a model.

Creative problem solving, study skills, effective group interaction, and computer literacy are also skills which a student must possess in order to participate fully in any stream. These skills are imparted and augmented as a natural consequence of participation in an integrated curriculum such as that at Brown Barge Middle School.

Possible STREAM TOPICS include: space colonization, art as a social catalyst, mass transit and other transportation issues, disease and medicine, design, environmental issues, homelessness and the creation of a sub-class, ethnicity in the US, telecommunications and modern global communications, economic/political systems, and stock markets.

FACILITIES PROFILE:

ACCESS INFORMATION:
- School-wide network
- Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Multimedia
- Laser Disc
- Computer
- Camcorder
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:
- Simulation
- Tools
- Problem Solving

TOOL FOCUS INFORMATION:
- Student Research
  - Databases
  - CD ROM
  - On-line Services
- Student Development
  - Wordprocessors
  - Graphics
  - Desktop publishing
  - Multimedia
  - Video Editing/TV Production
  - CD ROM
- Student Presentation
  - Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Brunswick Senior High School

D. NAME: Brunswick County Public Schools

LAST: Cheely FIRST: Cathy

SAL.: Ms. TITLE: Technology Equipment Director
STREET: 219 Main Street CITY: Lawrenceville, VA
ZIP: 23868
EMAIL:
PHONE: (804)848-3138 EXT.:
FAX: PRIN.: R. Gerald Burke

SOURCE: Ele. School 9'92 pA28/W Batten 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

With the help of state funding, Brunswick Senior High School (in a poor, rural county in Southside Virginia, ranked as one of the poorest areas in the state) has followed an aggressive technological path. The school is ahead of many of the Virginia's urban schools as far as technology integration. In 1992, the state Dept. of Education named Brunswick one of the exemplary technology projects in Virginia.

Brunswick was one of the first high schools in the state and nation to tie its computers into a network which allows remote access to data stored on compact discs.

ORGANIZATIONAL PROFILE:

PLANNING: In 1989, a group of teachers and administrators formed a committee that developed the six year plan to incorporate technology into the curriculuml. They held seminars for administrators and teachers to familiarize everyone with the system.

TECHNOLOGY PROFILE:

Brunswick has more than 150 computers connected in a network for 529 students, with at least one computer in each classroom. The computer labs and the library are protected by motion dectors tied into a telephone alarm system, and lab doors are secured with key-pad locks. Equipment is tethered with cables. Its 165 computers are tied into a network which allows remote access to data stored on compact discs. Brunswick also has four computer labs.

Their technology program also includes a fully equipped television production studio that can

broadcast live; computer disc and laser disc players; 10 modem lines in the library for telephone access to outside data banks; 12 classrooms with modem lines; and access to numerous state, national and international computer networks.

RESOURCES PROFILE:
FUNDING: state and federal money have funded Brunswick's technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Technology is woven into all aspects of learning. State achievement scores jumped six points from 1992 to 1993, and educators at Brunswick credit it partly to technology.

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network
Classroom Computer(s)
Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications
Instructional TV
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
Telecommunications
Student Development
Video Editing/TV Production
CD ROM
Laserdisc
Student Communication
Telecommunications

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Brushy Creek Elementary School

D. NAME:

LAST: Martin FIRST: Geri
SAL.: Ms. TITLE:

STREET: CITY: Taylors, SC
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: TelEd'93 speaker

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Brushy Creek Elementary School teacher Geri Martin, coauthored a paper with Lynn Nolan entitled "Forward to the Future" for the Tel-Ed Global Communications conference "School Focus" theme in November 1993.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

SCHOOL: Buffalo Elementary School

D. NAME: North Platte Public Schools

LAST: Deutschman FIRST: Robin
SAL.: Ms. TITLE:

STREET: 16th and Buffalo CITY: North Platte, NE
ZIP: 69101
EMAIL:

PHONE: (308)535-7130 EXT.:
FAX: PRIN.:

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:

The curriculum at Buffalo Elementary School is technology intensive. There are 3 computers in every classroom, an authoring station for creating multimedia presentations, a building server, a library server (library automation was in progress in 1993), and an ethernet network connects all rooms in the building.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- Classroom Computer(s)
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Multimedia

SCHOOL: Burleson High School

D. NAME:

LAST: Yowell FIRST: Brenda
SAL.: Ms. TITLE:

STREET: CITY: Burleson, TX
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: TelEd'93 speaker

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Burleson High School teacher Brenda Yowell presented a paper entitled "The World at our Fingertips"at the 1993 Tel-Ed Global Communications conference about learning about each other through telecommunications.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

SCHOOL: C.P. Smith School

D. NAME:

LAST: Judson FIRST: Anne
SAL.: Ms. TITLE:

STREET: 119 Oakcrest Drive CITY: Burlington, VT
ZIP: 05401
EMAIL:
PHONE: (802)863-6147 EXT.:

FAX: PRIN.: judson@smcvax.edu

SOURCE: Interface newsletter summer 93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

With grant funding, fifth grade students at C.P. Smith Elementary School can communicate, via computer, with schools far away (such as Saudi Arabia) through a telecommunications science project entitled "The Great Daffodil Race and beyond."

ORGANIZATIONAL PROFILE:

PROJECT: Smith is connected via telecommunications with schools in Vermont, Alaska, South Carolina, Colorado, Ohio, England, and Saudi Arabia.

TECHNOLOGY PROFILE:

Smith has computers for the telecommunications activities with desktop publishing software on them; CD ROM software; and an Xapshot still-video camera.

RESOURCES PROFILE:

FUNDING: C.P. Smith (in conjunction with the National Gardening Association and St. Michael's College) was awarded a grant from the Vermont Educational Telecommunications Consortium in 1993. This award provided computers for the Burlington school which were used in the telecommunications project and for desktop publishing. The bulbs used by all the schools participating were donated by private sector businesses. St. Michael's College provided all technical support to Smith. The National Gardening Association provided the network connections and an on-line horticulturist who interacts with the students.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:

E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
CD ROM
Student Development
Desktop publishing
Student Presentation
Digital / optical
Camcorder
Student Communication
Telecommunications
E-mail

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

In "The Great Daffodil Race and Beyond" project, participating schools compare and contrast among the schools the effects of weather patterns on growing bulbs outside and on indoor growing conditions. Fifth graders learn the art of scientific investigation, international weather patterns, and how to use telecommunications to participate in developing hypotheses, collecting and interpreting data, and reporting and evaluating conclusions.

All data, questions, reactions, assumptions, and reports are shared electronically across the Internet. A Xapshot still-video camera allows the students to digitize pictures to be used in their reports and newsletters to the community. A CD ROM provides necessary for student do to research on weather patterns.

SCHOOL: CA Academy of Mathematics & Science

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Carson, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
California Academy of Mathematics & Science is an experimental high school based at California State University Dominguez Hills. It targets underrepresented minorities in the Los Angeles Basin. Computers are being used in a lab as part of the school's efforts to develop innovative approaches to the teaching of math and science.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received an $800,000 grant from Apple Computers in 1990.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: At-Risk Students' Education

GENERAL FIELD OF STUDY: Mathematics

GENERAL FIELD OF STUDY: Science

SCHOOL: Caerro Vill Middle School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Orange, CA
ZIP:	
EMAIL:	

PHONE: EXT.:
FAX: PRIN.: Skip Roland

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Students at Caerro Ville Middle School have access to multimedia equipment, ABC News Interactive, and Powers of President VD.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia
Instructional TV

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Capital High School

D. NAME:

LAST: Reynolds FIRST: Kathy
SAL.: Ms. TITLE: Project Director

STREET: 4851 Paseo del Sol CITY: Santa Fe, NM
ZIP: 87505
EMAIL:
PHONE: (505)989-5555 EXT.: 142
FAX: PRIN.:

SOURCE: Laptop notes 10/91, p. 3

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Capital High School serves 1000 students in the rural and suburban areas around Santa Fe. Teachers are deeply involved in restructuring efforts to promote cooperative learning, develop an interdisciplinary curriculum, and mainstream special education students. During Fall 1991, Capital initiated a project: Laptops for Improving Science Education (biology).

ORGANIZATIONAL PROFILE:

PLANNING: Teachers at Capital hope to incorporate the laptops into their biology curriculum, with the dual goals of improving the quality of students' introductory science experience (which might encourage them to continue in upper level science classes), and improving students' technical writing skills.

PROJECTS: Students will collect laboratory data and field observations on radiation and water quality units using the laptops. They will use modems to transmit the information to SWOOP (Students Watching Over Our Planet), a nationwide database sponsored by the Department of Engery. Other ways the laptops are used at Captial in the biology curriculum include gaining access to research databases, writing laboratory reports, conducting simple statical analysis, and writing science fair papers.

TECHNOLOGY PROFILE:

Laptops.

RESOURCES PROFILE:

Captial received a grant from the Panasonic Communications and Systems Company.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:

Laptops

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
Telecommunications
On-line Services
Student Development
Wordprocessors

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Science
SUBJECT: Biology

Captial High School utilizes laptop computers to enhance their biology curriculum. They believe that as a result of incorporating computer technology, students will become active learners doing science, not just reading about it. They will learn that writing and communication skills are a vital part of the scientific process.

Laptops are used in the following projects: students will collect laboratory data and field observations on radiation and water quality units which they will then use modems to transmit the data to SWOOP, a nationwide database sponsored by the US Dept. of Enery; and to gain access to research databases, write laboratory reports, conduct simple statical analysis, and write science fair papers.

GENERAL FIELD OF STUDY: Special Education
Special education students at Capital are mainstreamed.

SCHOOL: Captain Elementary School

D. NAME: School District of Clayton

LAST: Lipstiz FIRST: Jacquelyn
SAL.: Ms. TITLE: Technology Coordinator

STREET: CITY: Clayton, MO
ZIP:

EMAIL:
PHONE: (314)726-5210 EXT.:
FAX: PRIN.:

SOURCE: Electronic School, 9/92, p. A40

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Because faculty and staff at Captain Elementary school believe that computers get more use when placed in classrooms rather than in laboratory settings, Captain dismantled its lab and moved its computers into an open classroom for the 1991-92 schoolyear. The next year, they added a mini-lab of five networked Macintosh computers to be used by 4-5 graders.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Captain has 15 Apple IIgs and IIe computers (which were moved from a lab to an open classroom) and also has a mini-lab with five networked Macintosh computers for 4-5 graders only.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Carl Hayden Community High School

D. NAME: Phoenix Union High School District

LAST:	Cameron	FIRST:	Allan
SAL.:	Dr.	TITLE:	
STREET:	3333 West Roosevelt	CITY:	Phoenix, AZ
ZIP:	85009		
EMAIL:			
PHONE:	(602)271-2417	EXT.:	
FAX:		PRIN.:	

SOURCE: Kay Kennedy, ASU, 12/1/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
At Carl Hayden Community High School, the computer science, math, business, and English departments as well as the Library all have their own computer labs. Hayden has a very comprehensive computer science department. In the 1993-94 school year, it was the only school in its district to offer computer magnet courses.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Inventory: 150 DOS computers, 65 Macintosh computers, 7 classroom computer labs, high tech media center, network, color printers, main frame, programming, desktop publishing/ presentations, robotics, multimedia, Bulletin Board System, animation. Software: Windows, Aldus Freehand, Excel, MacDraw PRo, Photo Shop, Corel Draw, Filemaker, HyperCard, Word Perfect, Draw Perfect, Microsoft Word, Pagemaker, Persuasion, Lotus 1-2-3, Virtus.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:

School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
Student Development
Wordprocessors
Graphics
Desktop publishing
Spreadsheets
Hypercard
Telecommunications
Student Productivity
Robotics
Telecommunications
Video Editing/TV Production
Student Presentation
Multimedia
Desktop publishing

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art

GENERAL FIELD OF STUDY: Business / Economics
The school has a business computer lab.

GENERAL FIELD OF STUDY: Computer Science / Technology
Carl Hayden was the first school in its district to have a computer magnet. They offered computer magnet courses in 93-94.

GENERAL FIELD OF STUDY: English / Langauage Arts
The school has a Language Arts computer lab.

GENERAL FIELD OF STUDY: Mathematics
The school has a mathematics lab.

SCHOOL: Carmichaels Area Elementary Center

D. NAME: Carmichaels Area School District

LAST: Hamilton FIRST: Cris
SAL.: Ms. TITLE: Teacher

STREET: 225 North Vine Street CITY: Carmichaels, PA
ZIP: 15320-1287
EMAIL:
PHONE: (412)966-9675 EXT.:
FAX: PRIN.: Mr. Terry K. Ganocy

SOURCE: Digicard Networks NL Fall 92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Carmichaels Elementary School is a rural school in the economically depressed area in southwest Pennsylvania. It has 700 students. They built a computer laboratory in 1991 and plan to purchase more site licensed software, additional staff training, and a scanner to give the students access to more graphics capability on Macintosh computers as funding becomes available.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Carmichaels built a computer lab in 1991 which provides basic skills instruction and was a Beta tester for DIGICARD's new Mac Mandrake 3.0 system. Mac Mandrake software allows staffers to not have to manually copy 100s of diskettes. It also simplifies software management by allowing teachers and students to select and load software without handling diskettes, and loads the programs quicker than from floppy discs. The Macintosh LC computers are equipped with the Apple IIe emulation boards which allow the lab to provide access to Mac, Apple II.

RESOURCES PROFILE:
FUNDING: The local community raised $95,000 during 1990 for Carmichaels. Part of that money funded the computer lab.

ADMINISTRATIVE USES OF TECHNOLOGY:
The Mac Mandrake software management system used in Carmichaels' computer lab has saved the school money on disc purchases, reduced the resource management burden, and allowed for more

quality teaching to be done in the lab.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Carnegie Middle School

D. NAME:

LAST:	Bettcher	FIRST:	Peg
SAL.:	Ms.	TITLE:	Director, Project HAT
STREET:	5820 Illinois Avenue	CITY:	Orangevale, CA
ZIP:	95662		
EMAIL:			
PHONE:	(916)962-2616	EXT.:	
FAX:	(916)966-7941	PRIN.:	

SOURCE: CA Model Tech Sch Bk DESTINATIONSp7

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Carnegie Middle School makes use of technology with their history-social science curriculum in an innovative fashion.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History

SCHOOL: Carroll Elementary School

D. NAME: Benton-Carroll-Salem School District

LAST:	Harsha	FIRST:	Terry
SAL.:	Mr.	TITLE:	Principal
STREET:	3536 N. State Rte. 19	CITY:	Oak Harbor, OH
ZIP:	43449		
EMAIL:			
PHONE:	(419)898-6215	EXT.:	
FAX:		PRIN.:	Mr. Terry L. Harsha

SOURCE: Carol Ihnat 9'93, Dist. Tech. Dir.

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
During Fall 1993, Carroll Elementary replaced their IIe lab with an 18 station networked Macintosh LC III with IIe card lab. They have a normal Local Talk network. Computers are in classrooms and the school has an automated library.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Carroll uses the Centris 650 with CD ROM as the scerver attached to a TIGAN Multi Route (8-port) via an EtherNet cable. This increases the speed of a normal Local Talk network. Classrooms have a mistrue of IIes and IIess and Mac LCs. The library is automated using "Alexandria" for Macintosh computers. Science curriculum is enhanced with laserdisc technology.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Laserdisc

GENERAL FIELD OF STUDY: Science
The science curriculum at Carroll Elementary is enhanced by laserdisc technology.

SCHOOL: Carter Lawrence Middle School

D. NAME: Nashville Metropolitan Schools

LAST:	Swink	FIRST:	Jeff
SAL.:	Mr.	TITLE:	Teacher
STREET:	1110 12 Street South	CITY:	Nashville, TN
ZIP:	37212		
EMAIL:			
PHONE:	(615)291-6410	EXT.:	
FAX:		PRIN.:	

SOURCE: Teresa Secules, 12'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Carter Lawrence Middle School classrooms are connected to SMART challanges (CTGV, in press) that allow students to test their mettle about problem solving and compare their answers with others in the Nashville learning community.
Sixth graders are working on an in-depth multidisciplinary research project on colonizing Mars.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

In the 6th grade science project on MARS, sixth grade students use 10 networked computers, a printer, optical scanner, laser disk player, MacCSILE software, and the Jasper Woodbury Problem Solving Series laser disc. Classrooms are also linked by cable to SMART challenges (CTGV, in press). This classroom is also networked through a side area network with classrooms which share a similar philosophy in Oalkand, Palo Alto, and Toronto.

RESOURCES PROFILE:

Classroom startup is supported by Vanderbuilt University through grants from the James S. McDonnell Foundation and Nashville's First American Bank.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- School-wide network
- Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Problem Solving
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Laserdisc
  - Digital / optical
  - Telecommunications

GENERAL FIELD OF STUDY: Grade Specific Curricula

GENERAL FIELD OF STUDY: Multidisciplanary

Groups of sixth graders at Carter Lawrence Middle School do indepth research on major scientific problems (eg. the challenge of researching and colonizing Mars). Students use reciprocal teaching in collaborative groups to read difficult authentic materials. MacCSILE software then assists groups in organizing their

research notes in text notes for future publication of a research paper. Through discussion notes the MacCISLE network promotes written student reflection and discussion througout the curriculum in science, social studies, and literature topics related to each other through deep principles (the Mars topic relates to science through the solar system and social studies through past colonization efforts).

Laser discs of the Jasper Woodbury Problem Solving Series provide additional real life context for complex mathematical problem solving that is also relevant to the Mars topic.

SCHOOL: Cave Spring High School

D. NAME: Roanoke County Public Schools

LAST:	Ross	FIRST:	Rebecca E.
SAL.:	Ms.	TITLE:	Teacher
STREET:	3712 Chaparral Drive SW	CITY:	Roanoke, VA
ZIP:	21018		
EMAIL:			
PHONE:	(703)772-7550	EXT.:	
FAX:		PRIN.:	Ms. Martha Cobble

SOURCE: V Quest newsletter 9/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Cave Spring High School teacher Rebecca Ross was recognized in 1993 as one of the national winners of the Tandy Technology Scholars program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Centennail Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Boulder, CO
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia August 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Centennail Middle School use e-mail and telecommunications to collaboratively learn about the weather with groups of students at 4 other locations around the world. Each group of students combine their knowledge and research to create a report of their findings which can be universally available through Internet.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Telecommunications technology.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications
E-mail

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather
Centennail Middle School Students use e-mail to work collaboratively with students at 4 other sites around the world on weather projects. Their combined report is universally available through the Internet.

SCHOOL: Center Senior High School

D. NAME:

LAST:	Foreman	FIRST:	Mary Lu
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ZIP:	64131		
EMAIL:			
PHONE:	(816)363-6060	EXT.:	
FAX:		PRIN.:	

SOURCE: Electronic School, 9/92, p. A42

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Language Arts and Journalism students at Canter Senior High School participate in a project entitled "Kids Together: Writing Across Grade Levels." Young writers from four elementary schools got together with Center journalism students and staff members to produce a school newspaper. This unusual collaboration produces a

high quality finished product, but strengthens important academic and social skills. Both the elementary and the high school students gain working knowledge of newspaper terminology and learn effective writing styles.

Students at Center come from primarily Caucasian and African- American urban families.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Center Senior High School offers its students access to the following technologies: Apple IIe and Macintosh computers, Compugraphic MCS 100 typsetting system, process photography equipment, Multilith offset duplicator, and graphing software.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Graphics

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Journalism
Center journalism students work with elementary students from four schools within their district to compose and produce a newspaper in a project entitled "Kids Together: Writing across grade levels."

Elementary students (1-6 graders with varing learning abilities) are bussed to Center High School where journalism and graphics students guide them at computers. The older students edit and type news stories written by the elementary students, improving both parties writing skills while growing more technically literate and adept.

Center students take responsibility for

typesetting, designing, and printing the newspapers on sophisticated equipment (with assistance from Center's graphic arts teacher) to publish a professional looking publication to share with friends and family.

This relationship boosts elementary students sense of self esteem, and confidence in their written communications. Center students develop patience and clear oral communication skills, as well as a feeling of pride, conficence and enthusiasm as they share their knowledge and experience.

SCHOOL: Central Park East Secondary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: New York, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Ctr Tech in Educ; Toch 1'93 US News

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Central Park East Secondary School mixes 9-10 graders in 2-hour interdisciplinary classes, one one the humanities and one in science/math. The students do not take standardized tests, instead they are expected to demonstrate what they know through presentations and projects as they master the school's curriculum. In the combined math/science courses, students wotk with Physics Explorer, a software prototype that allows them to simulate many physical phenomena. Detailed records of student progress lend themselves to ongoing evaluation.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Central VA Gov.'s Sch. Sci. & Tech.

D. NAME: Lynchburg City Public Schools

LAST:	Morgan	FIRST:	Tom
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FAX:	(804)239-4140	PRIN.:	Thomas D. Morgan

SOURCE: Seminar brochure

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
This school of science and technology for 11-12 graders, which uses technology to enhance learning, offered a staff development seminar, Utilizing Technology to Enhance Learning, six times during 1993-94.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Computer Science / Technology

GENERAL FIELD OF STUDY: Science

SCHOOL: Chamberlain High Model Tech. School

D. NAME: Hillsborough County Public Schools

LAST:	Plaag	FIRST:	Lois
SAL.:	Ms.	TITLE:	MTS Resource Teacher
STREET:	9401 N. Boulevard	CITY:	Tampa, FL
ZIP:	33612		
EMAIL:			
PHONE:	(813)932-6141	EXT.:	
FAX:	(813)935-2373	PRIN.:	James S. Gatlin

SOURCE: Lois Plaag

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

In 1988, Chamberlain became one of the five Florida Model Technology Schools, and in so doing, became ready to serve other schools beginning their expansion into technology as an aid to learning. The school's creative staff finds creative ways to use current software on the network. Chamberlain evaluated it's model technology program during the 91-92 schoolyear and set up the Chamberlain School improvement Plan for 1993-1994.

Larry Nanns is the Model Technology School facilitator. Tours of the school are available. Tour A includes "Administrative Uses" and "Teacher Productivity." Tour B includes the "Multi-Discipline Lab" and the use of technology in a variety of content areas with a wide variety of learners. Tour C highlights "New Technologies," "Research," and "Exceptional Children."

ORGANIZATIONAL PROFILE:

For Florida's Accountibility project, Chamberlain's improvement plan identified technology as the assumed tool for meeting the state's goals for improvement.

VISION: Students will be motivated to achieve their greatest potential in developing academically, physically, and socially in order to become productive, creative, and responsible individuals, family members, and citizens. Their three year plan, begun in 1990, was designed to include as many of the individual disciplines as possible within funding requirements.

GOALS: 1) to add additional instructional labs in science, writing and mathematics, 2) to incorporate all areas into technology activities, 3) develop new instructional strategies to use existing technology, 4) to continue to enhance the curriculum through new technology advances, 5) to explore classroom presentation options, 6) conduct research with the University of South Florida, 7) continue dissemination and inservice activities.

MISSION STATEMENT: Through commitment and dedication we will provide quality education to our students in order for them to become life long learners who will be well prepared for the 21st century. We will utilize global information and integrate technology in order to motivate students and develop a sense of pride necessary for their quest for success.

We will strive to understand the needs of our students and to encourage the development of their creative and critical thinking skills through problem solving and decision making. With an awareness of student readiness, we will provide progrmas which allow for individual learning styles, projects and activities, interdisciplinary instruction and a wide variety of resources.

Through community, faculty nad staff role models, we will foster environmental and multi-cultural awareness. We will continuously evaluate and strive to improve all aspects of our school in order to produce graduates who are valuable members of the world community. (February 2, 1993)

TECHNOLOGY PROFILE:
Software: Linkway, Resume Maker, ICLAS programs,

Microsoft Works, PageMaker, Interactive Physics, WordStar, Oceanography, HyperStudio, Clip Art, Sounds, TOM, Newsprint, SIRS. There are CAI labs for students and electronic mail for teachers and staff. OTHER: spreadsheets, laptops and IBM computers, IBM PS/2, Macintosh PCs, laser printer, digitizer, camera, scanner, LCD pannel, laser disc player, television monitor, Apple IIGS, adaptive equipment for physically impared.

RESOURCES PROFILE:

TRAINING: Chamberlain continues to be a site for workshops for its own staff as well as for other educators in the district and around the state. During 1992, 15 formal workshops were held for 316 participants. The topics included Basic Network Management for the 1993 retrofit schools, Using Technology for Presentations, Tools for Managing School Improvement, and Teaching with Technology.

Such training opportunities began during summer 1991 when all Model Technology Schools became geographical "Centers of Instructional Technology Training" and Chamberlain began to offer INTECH '91 workshops. To accomodate both secondary and elementary level teams, the school devised some very creative configurations in order to provide three separate computer labs.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

During the 92-93 schoolyear, 22 teachers at Chamberlain rated their technological skills as good or excellent.

The school's creative staff continues to find innovative ways to use current software on the network. Vocabulary tests are given in word processing, then graded with spell check and reviewed with the thesaurus. Research papers, complete with drawings, are prepared using Linkway. ESOL classes, alternative education, and remedial English classes are using the ICLAS programas to motivate students.

Identified "at-risk" students as well as students in the various work experience programs use Resume Maker before job interviews. They are also using spreadsheets to develop real life budgets and cost analysis of leaving home.

During the summer of 1993, Chamberlain hosted a technology summer camp for the students who

attend the district's new schools.

The third year of implementation (1991-1992) solidified the use of existing technologies and incorporated these technologies into the curriculum in new and more essential ways. The base of teacher knowledge deepened in individual teachers and expanded in the number of teachers becomming regular users of some form of technology.

FACILITIES PROFILE:
RETROFITTING: As Chamberlain was built in the 1950s, discovering how to retrofit the building was primary to establishing it as a MTS. After one year of planning (88-89), and one year of implementation (89-90), Chamberlain had installed wiring and equipment in all departmental offices, the media center, administration offices, guidance offices, and many classrooms. During the 2nd year, the network was completed, equipment was added to existing laboratories, 80% of the classrooms had workstations and the various systems were interconnected.

ACCESS INFORMATION:
- Laptops
- School-wide network
- Classroom Computer(s)
- Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools
- Problem Solving

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Graphics
  - Spreadsheets
  - Desktop publishing
  - HyperStudio
  - Probes
  - LinkWay
- Student Research
- Spreadsheets
- Databases
- CD ROM
- Probes

Videodisc

GENERAL FIELD OF STUDY: At-Risk Students' Education

GENERAL FIELD OF STUDY: Computer Science / Technology

SUBJECT: TV production

Students in the TV Production I-IV learn to produce video segments and even produce a live show broadcast over Chamberlain's closed-circuit system. The greatest benefit here appears to be the students' motivational level. Students in these classes are not necessarily the highest academic achievers, but they do develop a strong motivation to be in school with the help of such classes. TV classes always rank very high, or at the top, of attendance rates by class at Chamberlain.

GENERAL FIELD OF STUDY: English / Langauage Arts

Many Language Arts classes are using computers and wrodprocessors for writing--not just for final copies, but for all phases of the student work. Writing is also enhanced by the CD-ROM encyclopedias and other databases to cross-reference and search for facts faster and with less effort. Since the school is entirely networked, students can access any database from any computer in the school, including those in classrooms.

English class is held in the IBM shared lab. Computers are set up on individual desks with backs and sides so that visual distraction and noise of nearby computers is minimized. These tables are in rows arranged for maximum visibility by the teacher. There are 30 workstations in this lab. Students utilize Microsoft Works software.

The six Honors English classes at Chamberlain use TOM, Newsprint, and SIRS software on IBM computers in the library resource area.

SUBJECT: Journalism

Journalism classes use three Macintosh PCs, a laser printer, digitizer camera, a scanner, and PageMaker software. The room is next to the library and is divided in half with a temporary wall. The other half houses the teacher terminals.

GENERAL FIELD OF STUDY: Psychology

In the psychology class, students used laptops and IBM computers. Students use a variety of stimuli on rats to get them to perform "Ratolympic" events such as weightlifting, tightrope walking, a foot race, and the high

jump. The classroom had a Rat Olympics event equipment in the center with laptops and computers around the sides. Students keep their observations and results in a combination of spreadsheet and wordprocessing files before producing their final reports. There was also a printer in the room as well. Students use Microsoft Works for word processing, spreadsheets, and graphing.

GENERAL FIELD OF STUDY: Science

Science classes at Chamberlain utilize many tools of technology. Among them, students use computer probes to capture real time data on experiments and automatically graph the results. Students can take several trials and see results instantaneously allowing teachers to foster higher level thinking and problem solving skills with the data.

Science teachers at Chamberlain make use of videodisc technology as a tool to enhance the learning environment. With this technology, students are able to view and review aspects of science that were previously shown on videotape. The teacher can access up to 100,000+ frames on videodisc with the touch of a button or pass of the barcode reader.

SUBJECT: Astronomy

Students have helped design and build a radio telescope as part of an astronomy research class at Chamberlain. They can scan the cosmos for radio emissions from other stars and quasars in the galaxy. They take these impulses and use them in their research projects. Integrated Learning Systems help enrich the learning experience at all levels of academic ability. Lab and research reports are produced by the students using word processing packages.

SUBJECT: Chemistry

Chemistry teacher, Mary Rufener, utilizes laserdisc technology in her Chemistry classroom at Chamberlain. She uses it to demonstrate techniques, to present new information, to provide reference materials for her students, and to provide remediation. Using HyperVideo buttons to run through programs, she uses the "Chemistry at Work" videodisc, Optical Data's "Physical Science" side 4, "Peridoci Table Videodisc: Reactions to the Elements," and the JCE "Periodic Table" disc.

SUBJECT: Earth Science/Weather

Some science classes at Chamberlain use Oceanography software in the IBM shared lab where there are two students

per computer.

SUBJECT: Physics
Physics classes use Macintosh PCs, LCD panel, laser disc player, television monitor, and Interactive Physics software. There is a "physics of sports" videodisc in the physics lab. As of May 1993, Mary Winn is the teacher involved with this physics lab.

GENERAL FIELD OF STUDY: Social Studies
Chamberlain's social studies department has begun to use videodiscs with greater frequency because of the number of titles now available. The Florida Department of Education has begun to co-develop projects with vendors and, so far, has produced two such titles, "Communism and the Cold War," and "Planetary Manager." Both of these were co-developed with direct input from classroom teachers.

GENERAL FIELD OF STUDY: Special Education
SUBJECT: Computer Literacy
Special Ed students can take computer literacy at Chamberlain in a classroom with 12 stations including large screen monitors. The computers are all wheelchair accessible. Software used includes Hyper Studio, Clip Art, and Sounds. These students have a variety of physical and mental limitations.

SUBJECT: Learning Disabilities
The Specific Learning Disabilities (SLD) strategies class at Chamberlain uses IBM computers in the shared IBM lab. The use WordStar software. There is one student per computer.

SUBJECT: Physical Science
The special ed physical science classroom uses Apple IIGS computers, AppleWorks software, and other adaptive equipment for physically impaired students.

SCHOOL: Charles Armstrong School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Belmont, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Charles Armstrong School has a 23 year history of working with dsylexic students. They received a grant from Apple Computers in 1990 which brought technology integration into the program and allowed for school administrators to produce materials that were disseminated among professional and community groups.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received an $800,000 grant from Apple Computers in 1990.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

GENERAL FIELD OF STUDY: Special Education
SUBJECT: Reading

SCHOOL: Charles M. Goethe Middle School

D. NAME: Sacramento City Unified School District

LAST:	Clifford	FIRST:	Bob
SAL.:	Mr.	TITLE:	Resource Teacher
STREET:	2250 68th Avenue	CITY:	Sacramento, CA
ZIP:	95822		
EMAIL:	Prod:#HPWJ27A		
PHONE:	(916)399-5400	EXT.:	
FAX:	(916)399-5410	PRIN.:	Rodney Gillead/

JamesRoss
SOURCE: C. St. Lawrence 8'93/Nancy Wai

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:

Goeth, completely networked with a computer in every classroom, is one of three Sacramento District schools to be part of their Model Technology Schools program. They have a school-wide distributed computer and video network. They integrated technology across all curriculum content areas. Teachers, staff, and students have access to Goethe's integrated video, computer, and communication system which was designed specifically to address its students curriculuar needs.

It also has Chapter One, Community of Caring, special education programs, and magnet programs in math, science, and technology. The school was also taped in the VISION: TEST project in 1991.

ORGANIZATIONAL PROFILE:

VISION: "Tomorrow's Education Today" is not just the school's motto, but a constantly improving reality for the students, teachers, and administrative and support staff.

District wide vision to move students from being passive recipients of information to being active, creative problem solvers with the aid of technology and careful curriculum development.

RATIONALE: Students are more able to retain information learned in their respective classes when there is a common theme. Since student skills and information learned in one class are applied to other classes, students do not see each classroom as an island unto itself. Goals for learning outcomes are specific to the units being taught, yet specific skills such as higher level thinking and problem solving are targeted, as is positive values, attitudes, and self-esteem.

IMPLEMENTATION: Curriculum work began in 1989-90

at Goethe with an orientation to the frameworks and district courses of study. Since then, department and interdepartment teams have been working to develop technology-enhanced curriculum units and to select software which benefits these units.

District-wide curriculum development directives are as follows. Teachers need to: 1 determine state and local objectives; 2 assess the needs of the learners; 3 identify the instructional objectives (long and short student outcomes); 4 verify curriculum allignment; 5 examine options for integration into thematic units of instruction (multidisciplinary approach); 6 sequence objectives; 7 identify learning activities; 8 select instructional materials; 9 identify a method of evaluation.

TECHNOLOGY PROFILE:

Every classroom has at least one computer and a monitor hooked to the netowrk. Originally seven classrooms were outfitted with five or six computers, a large screen monitor and a teacher station. Some of this equipment has been moved to meet the changing needs of the students. In addition, two labs were added late in 89-90 school year.

Teachers/students have access to the following to use with their various units: camcorder, laser disc player, wordprocessing software with a computer.

There is an Information Center houses approximately 15 computers and a large monitor and provides equipment for doing desktop publishing, video production, video editing, music composition, etc.

RESOURCES PROFILE:

FUNDING: The available funding as well as an IBM Networking Teachers project provided the impetus to network the entire school from the start. In 88-89, federal magnet funding provided both computer and video networks schoolwide as well as several technology-equipped classrooms.

SOFTWARE: teachers have the following available to them: Jostens Learning Corp. Software; Linkway; Autosketch; IBM basics skills; Where in the USA is Carmen Santiego; Print Shop; Word Find; Microsoft Works; Missing Letters; wordprocessing software; and others.

TRAINING: While everyone was introducted to word

processing in 1989, most training focused on the needs of small groups of teachers. Instuctors worked to develop skills with the various software packages available to them. The small groups became larger as more teachers discovered the potential of the individual software packages.

Training continued throughout the 90-91 school year with refresher courses, introduction to new software, and individual help. Workshops were expanded to include classified and administrative personnel. Teachers have also organized their own networking activities to share ideas with each other.

An increase in the student population in 90-91 and 91-92 has added several new teachers to the staff, presenting a need for continued training in the basics as well as advanced training for the technologically experienced teacher.

On the district level, the staff development plan encourages a system that enables teachers the opportunity to take the hard/software home. The staff development plan, begun in August 1989, was organized to support the district's Networking Teachers Study. Their goals are as follows: 1) encouraging a comfortable environment for change; 2) supporting confidence in the quality of the program; 3) providing ongoing assistance for teachers. They want to nurture teachers enthusiasm and competence in delivering effective insturction, and saw the unprepared teacher as the critical obstacle to the successful implementation of technology based educational programs.

ADMINISTRATIVE USES OF TECHNOLOGY:

ADMINISTRATIVE STAFF: In Spring 1991, Principal James Ross uses his computer to assist him with his daily administrative duties. His support staff is also using the available technology to assist in managing their workload.

Goethe planned to utilize technology to develop its master schedule beginning Fall 1990.

COMPUTERIZED PROGRESS REPORT: To improve Goethe's communication with their students and their community, they launched a computerized schoolwide progress report program. Because the school is completely networked with a computer in every classroom, the principal felt a weekly progress report from every teacher for every student would be easy with the network. In 1993 it changed to every two weeks, so every student is

graded by their teacher every other week and the report is sent to the student's parents. Both Goethe's students and their parents have both been better informed and more motivated since the inauguration of the progress report. The report was developed by Goethe's teachers.

They use Microsoft Works, but the Progress Report Template disk Goeth sends to other interested schools can be called up using Microsoft Works 2.0, or Works for Windows on any IBM pc compatable. They contain step-by-step instructional for a classroom grading spreadsheet, a database progress reprot, and how to implement a schoolwide reprot via a computer network (LAN).

TEACHERS' ADMINISTRATIVE USES: Physical Education teacher Carol Rossi began using the spreadsheet section of Microsoft Works to help keep track of grading. She has also learned to use a database and how to merge text from a database with dext done on a word processor.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
When appropriate, both large and small collaborative group instruction are utilized at Goethe. Curricular units target problem-solving as well as higher level thinking skills.

FACILITIES PROFILE:

Goethe is located in south Scaramento, and houses 7-8 grade students. The Information Center is located in a room which was once an industrial arts classroom. It was a major undertaking and required the assistance of an architech as well as the cooperative efforts of the district's Maintenance and Operations Department and many outside contractors. Of special interest are the cable trays which keep all wiring out of view and yet provide easy access for repair.

ACCESS INFORMATION:

Classroom Computer(s)
School-wide network
Teacher checkout

TECHNOLOGY FOCUS INFORMATION:

Computer
Telecommunications
Multimedia
Laser Disc
Camcorder

VCR

INSTRUCTIONAL STRATEGY INFORMATION:
Problem Solving
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
Student Development
Wordprocessors
Desktop publishing
Graphics
LinkWay
Student Communication
Telecommunications
E-mail

GENERAL FIELD OF STUDY: English / Langauage Arts
COURSEWARE: Linkway
8th Grade:
English and Social Studies teacher Shirley Bankie uses Linkway and video technology to encourage student interest in her poetry curriculum. In their write-a-poem assignment, students enter their poems into Linkway. Each student's picture and voice were added to create an outstanding visual folder. In the spring of 1990, the students in her 8th grade class grew so enthusiastic about the technology they developed their own video project using the poems. They used other students to help create the backgrounds for their poems. Their work was cable-cast in May 1990 on the local Channel 47.

6th Grade:
In spring 1990, Language Arts teacher Renate Ford configured her classroom with six computers to form a computer station. Students write stories using the wordprocessor. They enter their spelling each week into the WordFind program (Spelling III) and practice their words on the computer.

Library/media Center:
By Spring 1990, English teacher Laurel Gaiser had begun taking her class to the I-25, namely Goethe's Media Center, regularly. Students write, edit, print (only in the classroom), revise, and print their stories on the computer here. They can use Print Shop software to design their title pages.

GENERAL FIELD OF STUDY: Multidisciplanary

Goethe teachers from each department in unit work cooperatively and simultaneoudly to implement the units.

English/History/Social Science:
Goethe uses the following two district-wide cross-curricular units for 7-8 grades: 1) Biography - on oral and written bibliographical presentations; 2) ME! - a unit to promote cultural awareness and self-esteem in all students. Technologies utilized are: computers, camcorder, laser disk player (Comptons Encyclopedia, Groilers Knowledge Disk, National Geographic Explorer, Gandhi) and word processing software.

Physical Education/ Social Science/ Mathematics/ Language Arts:
The district has created a program called "Baseball" for 6-8 graders which Goethe has the opportunity to use. It's central focus is the game of baseball--its' history, terminologies, and playing strategies. It targets skills such as prediction, valuation, analysis, interpretation, comparison, and contrast. Assessment is guages on both written and oral communication. Students produce a statical chart of baseball players.

GENERAL FIELD OF STUDY: Science

COURSEWARE: Linkway

In Spring 1991, science teacher Dennis Humphrey began using Linkway to do daily warmups the first few minutes of each class. Using Linkway, he writes one or two questions that are either a review of what was taught the day before or a preview of what will be done in class this day. Using Linkway allows him to include a graphic of some sort. He uses the paint program to draw various picutres that relate to the topic which grabs students' attention and puts them on task quicker. It also works well as an opening for class as they usually discuss the drawing and questions after attendance.

Before this technology, he spent more time reminding students to do the warmup. Students are drawn to the graphic in Linkway. Gaining their concentration on the question is much less difficult with Linkway graphic than it was prior to it when questions were written on the board.

SUBJECT: Biology
Goethe has access to the district-wide programs "Dissection of a Shark" and "Dissection of a Worm" both designed for use in grades 4-12. The level of presentation varies with the grade. Technologies utilized include a VCR for a viewing of video tapes of the same name, produced in cooperation with the Sacramento Educational Cable Consortium. Both have an accompying 30 page guide as well. Students view the tape and then the teacher follows the guidelines for disection in the guide.

SCHOOL: Charlotte Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Rochester, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairsNews Spring91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
In 1991, Charlotte Middle School worked on the Discover Rochester project which was aimed at 8 graders who will work in a networked environment to conduct and share research using a variety of primary and secondary strategies. Student Hypercard stacks and portfolios were exhibited at the Rochester Museum and Science Center as part of an interactive learning center.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: In 1991, the school received $2500 from

Apple Computers to support thein innovative uses of computers.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Hypercard Stacks

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

SCHOOL: Chief BUG-O-NAY-GE-SHIG School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Cass Lake, MN
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Ojibwe students at Chief BUG-O-NAY-GE-SHIG School develop bilingual multimedia courseware using a CD ROM player and laserdiscs. They also

utilize graphics and text in developing traditional cards that depict Ojibwe people, places, and things.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

FUNDING: In 1990, the school received $5000 from Apple Computers to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
CD ROM
Laserdisc
Multimedia

GENERAL FIELD OF STUDY: Foreign Language

SCHOOL: Chinook Elementary School

D. NAME:

LAST: Wear
FIRST: Linda
SAL.: Ms.
TITLE: Music Teacher

STREET:
CITY: Vancouver, BC CANADA,

ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: VSD newsletter Fall 92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Through the Music in Education Program, high tech music classrooms at Chinook Elementary School have 15 Yamaha digital interface keybaords that can be split to accomodate 30 students at one time. From a central keyboard and computer system, teachers can teach and monitor each student's progress. The equipment and computer programs allow students to learn faster and retain what they have learned more easily.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Teacher checkout

TECHNOLOGY FOCUS INFORMATION:
Multimedia
Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Student Development
Music Keyboards

GENERAL FIELD OF STUDY: Music

SCHOOL: Cicero Elementary School

D. NAME: North Syracuse Central School District

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Syracuse, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Evaluation Rpt. 3'92 by W. Freeman

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Cicero Elementary School and North Syracuse Central School District (NCSD) applied for and received a 1990 IBM and SED grant to provide $350,000 in computer equipment, software, training, technical support, and facilities upgrade to add networking capability to the school by 1996 (SED=New York State Education Department). This program is called the IBM/SED Joint Study.

ORGANIZATIONAL PROFILE:
GOALS: to prepare students to participate in a society where understanding and utilizing computer technology has become a necessity; to provide the teachers and the students with state-of-the-art educational computer equipment and a method of implementation to facilitate instruction and learning; and, to advocate widespread computer use by the teachers and students.
MISSION: to use modern technology employed by the program to confront the following deficiencies identified by the teachers and administration: 1) improve the higher order thinking skills of students, 2) improve the communication between students, teachers, and administrators within the building, district, and state.
PLAN: to achieve goal by improving curriculum through technology enhanced instructional activities.
IMPLEMENTATION: Teachers are given the choice of whether or not to integrate the computers into

their instruction. If they want to do so, the method for implementation is the use of an IBM instructional model called "Teaching and Learning with Computers."

This TLC model combines the three types of learning activities (seeing, hearing, touching) with several learning centers that develop and reinforce students' understanding of academic material. Teachers are the program clients and students are the main beneficiaries of the intervention.

TECHNOLOGY PROFILE:

By September 1990, all 1-4 grade classrooms had five student computers, one teacher computer, and one computer bridge linking all the computers in the school to a central fileserver thereby creating a distributed network.

RESOURCES PROFILE:

TRAINING: The district offers training to Cicero teachers for use of the TLC and for general computer use is provided by the district. They also offer inservice summer training and six and one half days for staff development. Of the 38 full time teachers at Cicero, 28 participated in courses offered at local colleges, businesses, and through district training.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Each classroom is divided into three separate workstation areas including a computer workstation at which students work on computers, a manipulative workstation at which students work together in groups on tasks designed to apply the lesson content, and an independent practice workstation where students work individually on the material away from the computer. Each lesson introduced to the students is followed by the students progressing through the workstations at designated intervals; the teacher decides how long the students spend at each station, what activities the students will participate in, and the types of instruction provided for each lesson.

FACILITIES PROFILE:

Part of the grant funding Cicero received in 1990 from IBM and the NY SED was to upgrade to add networking capability in the school by 1996,

creating a distributed network within the school's classrooms.

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Clarenville Middle School

D. NAME:

LAST:	Noel	FIRST:	Phillip
SAL.:	Mr.	TITLE:	
STREET:	PO Box 488	CITY:	Clarenville,NFLAND
CANADA,			
ZIP:	A0E 1J0		
EMAIL:			
PHONE:	(709)466-7558	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Clarenville Middle School participates in the AT&T Learning Network and consequently exposes its students to additional classes through distance learning and to telecommunications opportunities.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
E-mail
Telecommunications

SCHOOL: Cleveland Elementary School

D. NAME: Central Square Central Schools

LAST:	Krause	FIRST:	Keith
SAL.:	Mr.	TITLE:	
STREET:	Route 49	CITY:	Cleveland, NY
ZIP:	13042		
EMAIL:			
PHONE:	(315)668-4213	EXT.:	
FAX:		PRIN.:	

SOURCE: NSBA

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
There are five networked computers in each first and second grade classroom at Cleveland Elementary. Students work on a computer workstation in reading writing and mathematics. The software is integrated into these curricula.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Five networked computers in each 1-2 grade classroom.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Software is integrated into writing and mathematics curricula.

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English / Langauage Arts
Students in grades 1-2 have five computer workstations in their classrooms to work on reading and writing.

GENERAL FIELD OF STUDY: Mathematics
Students have access to five computer stations in each first and second grade classroom so they can work on their mathmatics.

SCHOOL: Clifton Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Houston, TX
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N

ASSESSMENT: N NETWORK (Y/N): N
MATERIALS: N

BRIEF DESCRIPTION:
Teachers at Clifton Middle School develop lessons with hypercard stacks and computer generated bar codes. The school has a textbook waiver and computer check-out program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Videodisc, SEEP software.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Student checkout

TECHNOLOGY FOCUS INFORMATION:
Computer
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Bar Codes
Hypercard
Videodisc

SCHOOL: Cody Elementary School

D. NAME: North Platte Public Schools

LAST: Shotkoski FIRST: JoAnn
SAL.: Ms. TITLE:

STREET: 2000 West Second CITY: North Platte, NE
ZIP: 69101
EMAIL:
PHONE: (308)535-7132 EXT.:
FAX: PRIN.:

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Cody Elementary School has 3 computers in every room and a modern networked facility to make the most use of technology. Multimedia technology is utilized. The library uses technology as well.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh LCII, LCIII, and Centris 610 computers; and authoring station for creating multimedia presentations; a building server; a library server, with automation in progress; and an Ethernet network which connects all rooms in the building.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- School-wide network
- Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Multimedia

SCHOOL: College Oaks Elementary School

D. NAME:

LAST:	Abshire	FIRST:	Sheryl
SAL.:	Ms.	TITLE:	
STREET:	3618 Ernest Street	CITY:	Lake Charles, LA
ZIP:	70605		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NIFE images in action p16

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Fifth grade College Oaks students are in an ambitious and highly successful multimedia experience called Channel Seven Kids News using a wide array of video and audio technology and current events.

Students at College Oaks Elementary come from urban and suburban, lower to middle income, primarily Caucasian families.

ORGANIZATIONAL PROFILE:

PROJECT: "Channel Seven Kids News" was a three week project which culminated in the students production of a 30-minute video news show. It was designed to combine language arts and social studies skills with the tools of the information age.

Students brainstorm and then outline the segments of their broadcast. They delegate areas of responsibilty for each segment. Working in groups, students use a word processor to draft, edit, and rewrite their scripts for news stories, interviews, commercials, and weather and sports reports. After honing their interview techniques, they set out into the community armed with scripts and camcorders to shoot and reshoot news stories and commericals.

Students preview film footage using the same procedure that the station uses to outline the format of the program. Using "VCR Companion" the students create the introductory, transitional, and closing screens to tie the broadcast together.

They create graphics segments and add sound effects.

Parents and community members have been integral to the success of this project. Parent volunteers assist students in filming news segments and arranging interviews with busy local celebrities. Business are advertised in the student-created commercials. Reporters and anchors from the local television station coach students on news reporting, filming and broadcasting.

The final product was premiered at an exhibit in the local shopping mall.

TECHNOLOGY PROFILE:
Apple IIgs computers, Imagewritter II printer, VCR, camcorder, video and audio dubbing cables, VCR companion software.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Technology is utilized in the language arts and social studies curricula.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Camcorder
- VCR
- Audio Tape

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Graphics
  - Wordprocessors
  - Video Editing/TV Production
  - Camcorder
  - TV

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Multidisciplanary
SUBJECT: TV production

GENERAL FIELD OF STUDY: Social Studies

SCHOOL: Colonial Heights High School

D. NAME: Colonial Heights Public Schools

LAST:	Goulder	FIRST:	Robert
SAL.:	Mr.	TITLE:	Principal
STREET:	3600 Conduit Road	CITY:	Colonial Heights, VA
ZIP:	23834		
EMAIL:			
PHONE:	(804)526-0922	EXT.:	
FAX:		PRIN.:	Robert Goulder

SOURCE: MERC Technology use survey 11'92

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

A teacher technology use survey in November 1992 at Colonial Heights High School revealed that 40 teachers use computers weekly and 15 rarely use them.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Hardare: IBM, Apple Computers, Epson, Macintosh, and Kaypro computers. Other technology: VCR, record player, videopainter, CD ROM, laserdisc, cassette recorder, OTC - Auto Mechs - Diagnostic, and a filmstrip projector.

SOFTWARE: IEP Program Word Processing, Number munchers, Oregon Trail, Wheel of Fortune, Jeopardy, MECC, GW Basic, Math Exp. Tool Kit, Borland Pascal 6.0, PSL Explorer CD-ROM, Auto CAD, Cad-draw, Appleworks, Mac write II, Microsoft Works, Cell Probe, Dissection, Genetics Counselor, Magic, MacDraw II, Aldus Superpaint, Beagle Works, Quest-Latin, Circulation Plus, Social Issues, Magazine Summary, Grolier's Encyclopedia, Grangers, Assorted Spanish, WordPerfect, Keyboard Trainer, Columbus, Illumniated Books, Printshop, Recipe Coster, VA View, Starting new business, Planning your future, Using paycheck wisely, Right job application, Right resume writer, Micro Biz, List

Plus, Nutritional Software, Child Care Software, Lotus, Microcomputer, Computerized Payroll, MECC, Ainsworth Typing, Print Master, Accounting Applications, Automated Accounting, Maxwell Jewelry, Franciton Munchers, Number Munchers, Super Map, Fraction/ Decimals, Wally's Word Works, How the West Was Won, Survival Math, Opposites, Memory Match, Basic Skills I & II.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

Teachers identified the following purposes for using computers: curriculum revision; IEPs; test development; basketball stats; graphics; remedial work; research; preparation of flyers; programs; newsletters; budget management; maintain observations; athletic department use; display banners; progress reports; storage of lecture notes/ worksheets; exam development; activity forms/letters; maintain inventory/equipment /resources; word processing; grade point averages; rank in class; printing; gradebook; test prep; worksheets/assignments; problem solving; football stats, curriculum guides/development; crossword puzzle development; publication of yearbook; library circulation; and cataloging of books.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Laser Disc
- VCR
- Audio Tape

INSTRUCTIONAL STRATEGY INFORMATION:

- Tutorial
- Problem Solving
- Tools

TOOL FOCUS INFORMATION:

Student Development

- Spreadsheets
- Wordprocessors
- Graphics
- Desktop publishing

GENERAL FIELD OF STUDY: Art

Art students at Colonial Heights use the following software in their art classes: Video Painter, Auto CAD, Cad-draw, Mac Draw II, Aldus SuperPaint, Print Shop, and Print Master.

GENERAL FIELD OF STUDY: English / Langauage Arts
English students at Colonial Heights use the following software programs to help their writing: Appleworks, Pagemaker, Word Perfect, Microsoft Works, Oregon Trail, Wally's Word Works, and Opposites on Apple computers.

GENERAL FIELD OF STUDY: Foreign Language
SUBJECT: Spanish
Spanish students use the Assorted Spanish software program to help their studies.

GENERAL FIELD OF STUDY: Mathematics
Math students at Colonial Heights use the following software programs: Lotus, Fraction Munchers, Number Munchers, Fraction/ Decimals, How the West Was Won, Maxwell Jewelry, Automated Accounting, and Accounting Applications on Apple and IBM computers.

GENERAL FIELD OF STUDY: Social Studies
Social Studies students use the following software programs at Colonial Heights: Oregon Trail, Super Map, How the West was Won, VA View, PSL Explorer CD ROM, encyclopedia cd roms, Social Issues, and Columbus.

SCHOOL: Columbine Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Boulder, CO
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Kindergarteners at Columbine Elementary School participate in a group story writing project which involves telecommunications to two other classrooms around the world. These students write

the beginning of the story and send it on to the second school where students write the middle of the story and so on.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors

Student Communication
Telecommunications
E-mail

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

SCHOOL: Concord Middle School

D. NAME:

LAST:	MacNeil	FIRST:	James
SAL.:	Mr.	TITLE:	Computer Instructor
STREET:		CITY:	Concord, MA
ZIP:	01742		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 1, p. 294 March 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Concord Middle School participates in the Global Lab Project which is a consortium of students, teachers, and scientists from Massachusetts, the US, and the world who work together, in clusters, to enhance science education and global understanding.

ORGANIZATIONAL PROFILE:

PROJECT: Students at Concord are asked to study a local site to examine its environmental conditions over the course of the school year. This encourages students to study the real world, develop research ideas, design and conduct experiments, analyze their own data, and consider remedial actions. During the 91-92 and 92-93 school years, Concord's international partners were in Isreal, Germany, Italy, and Venezuela.

In addition, Global Lab participation broadens the students' perspectives and research opportunities by using telecommunications to link classrooms and the scientific community. The electronic network provides a motivating context with resources that empower teachers and students to undertake projects and the means to overcome classroom isolation.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Telecommunications
Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Research
Telecommunications
Student Communication
Telecommunications

SCHOOL: Concord Road Elementary School

D. NAME: Ardsley Union Free School District

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Southern Winchester
Co., NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Digicard Networks Newsletter Fall92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Concord Road Elementary School has been adopting a series of innovative programs since 1990. In 1991, Concord began to pilot a reading/mathematics software system that enhanced the standard classroom curriculum.

It lies 10 miles north of New York City, is primarily a suburban residental area with a population representing a variety of occupations, religions, and ethnic backgrounds.

ORGANIZATIONAL PROFILE:

PILOT Project: the software is designed to allow for learning, reinforcement, and drill and practice exercises. It includes a teacher management component which permits teachers to monitor the progress of each student on an individual basis and generates progress reports for parental communication. The target groups for the pilot included 3-4 graders and resource room students (special education and learning disabled).

Plans for the 1992-1993 year included

acquiring the piloted hardware and software configuration. Because of the success of the pilot network lab, the district plans to adopt the configuration at other schools in the district.

TECHNOLOGY PROFILE:
By 1992, Concord had a total of 30 AppleIIe and Apple IIgs computers networked together. The workstations are split into two areas -- one with 22 stations, and the other with 8.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
The split of 22 and 8 workstations allows for both small and large group instruction. The versitality of the network allows for the ability to boot stand-alone from floppy drives, so that while some workstations are accessing the network, others are running software independent of the system. In this way, the lab has the capability of simultaneously servicing students with applications covering a wide variety of needs.

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Drill and practice
Tools

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

GENERAL FIELD OF STUDY: Special Education

SCHOOL: Cony High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Augusta, ME

ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Cony High School use technology in engineering, drafting and carpentry classes. Students have access to the Capital Area Technical Center in Augusta where they can design and build solar powered cars and experiment with other sources of alternative energy.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Student Development
Robotics
Electronics
Student Presentation

GENERAL FIELD OF STUDY: Engineering
SUBJECT: Auto Mechanics

SUBJECT: Carpentry
Drafting, electricity, and carpentry students at Cony High

School research, design, and build various items including solar powered card, incorporating alternative energy sources. Theses students help design and teach a course of their findings. Central Maine Power Engineers act as advisors. Students visit the Capital Area Technical Center to design and build solar powered cars and experiment with their applications.

SUBJECT: Drafting
Drafting, electricity, and carpentry students at Cony High School research, design, and build various items including solar powered card, incorporating alternative energy sources. These students help design and teach a course of their findings. Central Maine Power Engineers act as advisors. Students visit the Capital Area Technical Center to design and build solar powered cars and experiement with their applications.

GENERAL FIELD OF STUDY: Home and Careers
SUBJECT: Carpentry

SCHOOL: Coral Shores High School

D. NAME:

LAST:	Jordan	FIRST:	William
SAL.:	Mr.	TITLE:	
STREET:		CITY:	Tavernier, FL
ZIP:	33070		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NFIE images for action p29

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Based on the concept that students learn effectively through applied, interdisciplinary coursework, Coral Shores High teacher William Jordan developed an innovative approach to teaching Computer Science that supports learning in other content areas. The school's award-winning program has been showcased in state,

national, and international conferences, and has garnered support from a number of businesses and state organizaitons.

The students are rural, urban, suburban, from all income levels, primarily Caucasian with a growing percentage of Hispanic students.

ORGANIZATIONAL PROFILE:

IDEALS: Teacher William Jordan's program encourages student-student, and student-content interaction by engaging students in purposeful, technology-based activities.

TECHNOLOGY PROFILE:

Coral Shores High has a computer lab where students can work with a range of complexity and technical skill. They have access to graphic software and multimedia technology. The lab is connected to a number of electronic bulletin boards, like GTE World Classroom, EcoNet system, Global Lab Project, and TERC. Coral Shores also has Tandy 1000 and IBM computers and a laserdisc player.

The school has a mobile weather station available to its students interested in meterology or are working on various science projects. With a satellite dish, antennae, and radio receiver, the weather station serves students throught the district. Students use the weather station to design and produce a hurricane tracking map, and marketed their product to raise two thousand dollars from local businesses towards the purchase of a new computer.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Telecommunications
Computer
Multimedia
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Development

GENERAL FIELD OF STUDY: Computer Science / Technology
Students who participate in William Jordan's year long Computer Applications course undertake short-term and long-terminter discipliary projects. Students use computer lab technologies to complete and supplement work for other classes.

GENERAL FIELD OF STUDY: Science
SUBJECT: Biology
Students use the computer lab to work on biology projects such as a long term projects where students create multimedia presentations of their knowledge of whales and dolphins.

SUBJECT: Chemistry
Chemistry students use the computer lab to do such activities as using computers to plot chemistry experiment results to create a graph which enhances their lab report.

SUBJECT: Earth Science/Weather
Computer lab work helped spark student interest at Coral Shores in meterology through a weather station which students use as a research base for science projects. The mobile unit has a satellite dish, antennae, and radio receiver. Students use the weather station to design and produce a hurricane tracking maps, and designed and marketed their product to raise two thousand dollars from local businesses towards the purchase of a new computer.

SCHOOL: Crockett Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Houston, TX
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N

MATERIALS: N

BRIEF DESCRIPTION:
Students at Crockett Elementary School use multimedia technology in some of their classes. The school has a computer lab and also has an adult mentor program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Cupertino High School

D. NAME:

LAST:	Troy-Drowning	FIRST:	Connie
SAL.:	Ms.	TITLE:	
STREET:	20525 Mariani Ave, M/S 76	CITY:	Cupertino, CA
ZIP:	95014		
EMAIL:			
PHONE:	(408)974-5219	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Cupertino Hih School participates in the Apple

Classrooms of Tomorrow (ACOT) program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Cutler Ridge Middle School

D. NAME: Dade County Public School District

LAST:	Moore	FIRST:	John
SAL.:	Mr.	TITLE:	
STREET:	19400 SW 97 Avenue	CITY:	Miami, FL
ZIP:	33157		
EMAIL:			
PHONE:	(305)235-5761	EXT.:	
FAX:		PRIN.:	

SOURCE: Nelson Diaz, Dade County 9'93

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Computers are infused throughout the instructional program with networked computers in every room at Cutler Ridge Middle School. Some classrooms have minilabs within the room. Cutler Ridge also has an inhouse television studio where students learn how to create and manipulate video.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Cutler Ridge has an in-house TV studio which is used to produce instructional support materials as well as closed circuit broadcasts. Total Quality Management tools are used online to gather and analyze data on instructioanl process changes. A faculty network is used for teacher communications and instructioanl data management.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Networked mini-labs in many classrooms are used for multi-tasking teaching models to reduce student teacher ratios as well as for CAI.

FACILITIES PROFILE:

ACCESS INFORMATION:
Closed-circuit TV
School-wide network
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer
Instructional TV
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Cuyahoga Valley Jnt. Vacational Sch

D. NAME: Cuyahoga Valley Joint Vocational School District

LAST:	Borden	FIRST:	Robert
SAL.:	Mr.	TITLE:	Director of Technology
Center			
STREET:	8001 Brecksville Road	CITY:	Brecksville, OH
ZIP:	44141		
EMAIL:			
PHONE:	(216)526-5200	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. J.E. Shuck, Superintendent 9'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Cuyahoga Valley Joint Vocational School (CVJVS) offers state-of-the-art vocational training to all students in the district. During 1991-1992 it began a pilot project to utilize IBM multimedia technology to energize their eighth grade at-risk students. The school serves 8 Cuyahoga Valley schools through half-day vocational classes that students take in addition to their regular high school classes. The school also provides vocational training for adults in the area through evening classes and on-site workshops at local businesses.

ORGANIZATIONAL PROFILE:

GOALS: for students to know how to locate and synthesize information.

TECHNOLOGY PROFILE:

CVJVS has a multimedia lab which helps offer training for district staff and students who learn: how to use IBM Audio Visual Connection authoring software as well as Shell Works, an ALIVE Centers utility for creating multimedia instructional programs. The lab has 24 multimedia PS/2 workstation, laserdisc and CD ROM players, video machines, and audio tape players.

RESOURCES PROFILE:

TRAINING: the school offers training in the multimedia lab for aspiring multimedia developers and teachers who wish to incorporate multimedia in their instruction.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Courses offered at CCVJVS include: business to hands-on trade education, specialized programs such as commercial printing, cosmetology, and horticulture, and teach students to be medical secretaries, and electricians.

The multimedia lab allows teachers to mix motion video with graphics and text in a single format that makes education exciting for students. Emphasis is not on delivering information to students, but rather using multimedia as a student presentation medium. Creating such presentations involves critical thinking, planning, and teamwork.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Multimedia
- Audio Tape
- Laser Disc
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Multimedia
  - Laserdisc
  - CD ROM
  - Video Editing/TV Production
- Student Research
  - CD ROM
  - Laserdisc

GENERAL FIELD OF STUDY: At-Risk Students' Education

During the 1991-92 school year, CVJVS began a pilot program (which continued in 1993-1994) to provide eight-grade at-risk students with alternative learning environment that hopes to motivate these students to stay in school. The intent is to change the attitudes and behaviors of the students, while helping them to establish some educatioanl and career goals. They want to turn around these students' thinking about education aand enable them to be successful in their mainstream school program.

The program calls for students to spend half of each day at the voactional school, with instructional content centered around four core subjects: math, reading, citizenship/career education, and technology/communication skills. Instructors teach in teams and attempt to give each student more personal attention than might be possible in his/her home school.

Emphasis is upon student presentations--after a citizenship class covering the presendential election, rather than taking a test, students demonstrated used multimedia to show what they had learned. Teachers taught students how to find information (on video, CD ROM, or other

media) and how to utilize it. Students first created an outline for their presentation, and then builteach multimedia segment. Pictures, graphics, artwork, audio tapes, were integrated into their presentations.

GENERAL FIELD OF STUDY: Home and Careers

SCHOOL: Dalton Junior High School

D. NAME:

LAST: Ware
SAL.: Mr.
FIRST: Randy
TITLE: Technology Teacher

STREET:
CITY: Dalton, GA
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE:

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Dalton Jr. High has incorporated their new Exploration in Technology" curriculum which introduces students to technology tools. The old industrial arts/shop classroom area has been converted into a new modular classroom that offers an overview of the latest in technology education.

ORGANIZATIONAL PROFILE:
VISION: to use today's tools so that students become familiar and feel comfortable with the tools which will allow them to move into the 21st century.

TECHNOLOGY PROFILE:
The technology lab at Dalton offers the following experiences to its students: computer-aided design, communication, desktop publishing, television broadcasting, computer numerical-control milling, energy, power, and transportation. The lab has up to 18 exploratory modules, all taught by one instructor. The television studio in the lab (funded in part by Sony Electronics & local dealer Wolf Camera &

Video) carry a full array of Sony products including: Handycam Cmacorders, 8mm camcorders to 8mm and VHS editing, VCRs, monitors, a video sketch titler, and a CD player.

RESOURCES PROFILE:

FUNDING: Sony Electronics Inc. and local Wolf Camera & Video played an integral part in developing the state-of-the-art television studio for Dalton. They also funded the development and implementation of a TV production curriculum to be used in the video module.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The technology lab has up to 18 modules all taught by one instructor. Students select the modules in which they prefer to work and the computer program assigns each student to the different modules, based on their preferences and ability. Each student is allowed to work in three different modules over a six week period working in teams of two students at each module.

A TV production curriculum has been developed and implemented, with the help of SONY, to be used in the video module. The video production students write and research their articles, they learn to read them properly, they present them infront of the screen, and they learn to cooperate with each other.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Camcorder
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools

TOOL FOCUS INFORMATION:

- Student Development
  - Graphics
  - Desktop publishing
  - Video Editing/TV Production
  - Electronics
- Student Presentation
  - TV
  - Camcorder
  - VCR

Graphics
Student Communication

GENERAL FIELD OF STUDY: Art
SUBJECT: Drafting
Students at Dalton have access to utilize CAD programs (computer aided desigh) in the Technology lab.

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production
In the technology lab at Dalton, the video production students have access to several SONY products including: Handycam camcorders, 8mm camcorders to 8mm and VHS editing, VCRs, monitors, a video sketch titler, and a CD player. The students write and research their articles, they learn to read them properly, they present in front of the screen, and they learn to cooperate with each other. There is a TV production curriculum which has been fully developed and implemented at Dalton which is used in the video module.

SCHOOL: Dalton School

D. NAME:

LAST:	Brown	FIRST:	Mary K.
SAL.:	Ms.	TITLE:	
STREET:	108 East 89th Street	CITY:	New York, NY
ZIP:	10128		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2, p. 811 March 1993

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
A Dalton School teacher coauthored a paper entitled "Visuals as substance: Hypermedia and the development of argumentation," in 1993.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Danville High School

D. NAME: Vermillion County School District

LAST:	Chirwa	FIRST:	Andrew
SAL.:	Mr.	TITLE:	Project Director
STREET:	PO Box 6354	CITY:	Danville, IL
ZIP:	61821		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Journal of Educ Tech Sys 91-92 p107

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Danville High School was selected to be studied in a University of Illinois computer-based mathematics instruction research project in 1991 because it has a diverse population of students and is well equipped with computers to which all students have access. The drill and practice instructional strategy proved successful.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Drill and practice

GENERAL FIELD OF STUDY: Mathematics
Two math classes, totalling 30 students, were selected for the study. All students used the software as a supporting tool in their study of essentials of mathematics. Researchers developed software that was intended to be used specially by 10th graders for drilling students in math concepts and for developing problem solving skills. The software was developed using basic programming language. A series of software was developed on each concept in mathematics.

SCHOOL: David A. Ellis School

D. NAME: Boston Public Schools

LAST:	Holland	FIRST:	Robert
SAL.:	Mr.	TITLE:	
STREET:		CITY:	Roxbury, MA
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 1, p. 580 March 1993

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Robert Holland, of David A. Ellis School, coauthored a paper on Porject Headlight in March 1993 on Boston Public School's "Project Headlight" which began at an unknown elementary school in September 1885, perhaps Ellis. The

project is an educational project which uses technology to expand upon the curriculum, exploring a constructionist approach to teaching and learning. It is a high density computer project with 125 networked IBM PC jr. computers, all equipped with LogoWriter.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Davis High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Houston, TX
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
English students at Davis High School are involved in a TENET writing project, use Foxpro software, while administrators have access to PEIMS, Public Education Information Management System.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

SCHOOL: Deerfield High School

D. NAME:

LAST:	Adler	FIRST:	Louis
SAL.:	Mr.	TITLE:	Audio Visual Director
STREET:	1959 North Waukegan Rd.	CITY:	Deerfield, IL
ZIP:	60015		
EMAIL:			
PHONE:	(708)405-8447	EXT.:	
FAX:	(708)945-0907	PRIN.:	

SOURCE: Electronic School, 9/92, p. A40

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
To help administrators with time schedules and teacher self-evaluations at Deerfield High School, teachers lessons are videotaped to be viewed at a more convient time by both teacher and administrator at the same time.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
TRAINING: Seeing themselves in action is a standard part of staff development for teachers at Deerfield. Their videotape program is

designed to reduce teacher stress, provide a method of self-evaluation, and make administrators' evaluation of teachers more convient--using a camcorder, a VCR, and a television monitor.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHER EVALUATION: To reduce teacher stress, provide a method of self evaluation for teachers, and make administrators' evaluation of teachers more convienent, administrators videotape teacher's teaching and evaluate the tape later with the teacher.

In preproduction meetings, the teacher describes classroom concerns to the camera operator from the school's audiovisual department. Together, they decide how best to catch relevant situations on tape, whether to use staffed or unstaffed cameras, and what the best camera angles are. Before taping and after, while reviewing the tape, the teacher completes a self-evaluation form. Teachers exchange tapes with colleagues to gather fresh perceptions to gather fresh perspections and ideas and save their early tapes for comparison to later recordings.

When it's time to evaluate faculty members, administrators can view classrooms on tape at their convience. And when the teachers meet with administrators to discuss their performance, they can view and evaluate the same piece of evidence, rather than relying on memories of isolated classroom situations.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Deering Elementary School

D. NAME: Dawson/Bryant School District

LAST:	Holmes	FIRST:	
SAL.:	Mr.	TITLE:	Third Grade Teacher
STREET:	Routh 1	CITY:	Ironton, OH
ZIP:	45638		
EMAIL:			
PHONE:	(614)532-6890	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Michael Flemister, 12'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Deering Elementary School has a fiber-optic two way audio and video connection to Ohio University which allows for easy communication among the administration and teachers. The 3rd grade classroom is housed with a great deal of technology.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The third grade classroom includes a laserdisc player, CD Rom, five Macintosh comptuers, two mobile cameras, several 26" monitors, and a large 46" television.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Teachers, student-teachers, graduate students, and professors communicate via wireless headsets, e-mail, and live videoimages for the purposes of enhancing learning for all parties involved.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Laser Disc
- Instructional TV
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - CD ROM
  - Laserdisc

GENERAL FIELD OF STUDY: Grade Specific Curricula
COURSEWARE: Third grade technology intensive

SCHOOL: Desert View Middle School

D. NAME: El Paso School District

LAST: Pike
SAL.: Mr.

FIRST: Nick
TITLE: Principal

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: El Paso, TX

EXT.:
PRIN.:

SOURCE: Electronic Learning p. 26 2'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Family involvement is a stronghold of Desert View Middle School. Principal Nick Pike is an agressive advocator for students and their parents. The school has a computer checkout program for students and their parents so that they can login into the schools system and stay abridged of what is happening.

They can check out an Apple IIe for six weeks at a time. The family can hook up to the school's bulletin board system and commuicate with both students and teachers. Desert View also offers parents a telephone message system so they can stay up-to-date in their children's school lives.

ORGANIZATIONAL PROFILE:

GOALS: for students to be literate, get along wth fellow human beings, be successful in whatever they are going to be best at, have a fundamental self esteem, and be ready to be lifetime learners.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Student checkout
Voice Mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

SCHOOL: Dream Lake Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Apopka, FL
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Dream Lake Elementary School has its 4-5 grade students involved in an astronomy and computer project and a light and optics computer study. Working with the Central Florida Astronomical Society, these students develop skills in reading, writing, and scientific principles. Students study light, optics, and stars using Macintosh computers to collect graphic data about local lighting conditions and light pollution. Students produce illustrations and designs for improved lighting, as well as produce star views for use in astronomy education.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

FUNDING: In 1992, the school received $5000 from Apple Computers to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

TOOL FOCUS INFORMATION:
Student Presentation
Graphics

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

SUBJECT: Writing

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Science
SUBJECT: Astronomy

SUBJECT: Physical Science

SCHOOL: Dunn Elementary School

D. NAME:

LAST:	Ferguson	FIRST:	
SAL.:	Mr./Mrs.	TITLE:	
STREET:		CITY:	Dallas, TX
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Dunn elementary School has incorporated technology use into its special education program. It also has keyboarding classes.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Special Education

SCHOOL: Eagan High School

D. NAME: Independent School District 196

LAST:	Wilson	FIRST:	Thomas
SAL.:	Mr.	TITLE:	Principal
STREET:	4185 Braddock Trail	CITY:	Eagan, MN
ZIP:	55123		
EMAIL:			
PHONE:	(612)683-6900	EXT.:	
FAX:		PRIN.:	

SOURCE: Electronic School, 9/92, p. A44

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Eagan High School was built in 1990 fully wired for voice, computer, and video technologies. Students utilize networked software and modems to interact with outside information sources. It houses 1575 students.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Each classroom at Eagan High School has a telephone with a faculty voice mail system. Also traveling the wires at any given time could be signals from satellites, the community cable television system, the school's television studio, videodiscs, or or computers.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Each classroom at Eagan has a telephone that gives teachers easy access to other parts of teh building and to the faculty voice-mail system.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- School-wide network
- Classroom Computer(s)
- Voice Mail
- Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Distance learning
- Laser Disc
- Instructional TV

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Laserdisc
  - On-line Services
- Student Development
  - Wordprocessors
  - Graphics
  - Desktop publishing

GENERAL FIELD OF STUDY: Art
COURSEWARE: "National Gallery of Art"
Art students at Eagan take advantage of the school's network by examining paintings in the National Gallery of Art videodisc; use computer-aided design; production of model boats and motor parts; and layout of publications using Aldus PageMaker software.

GENERAL FIELD OF STUDY: Business / Economics

COURSEWARE: "Business Sense" software
Business students at Eagan take advantage of their networked school by using DEC's Business Sense" software to keep electronic bookkeeping for a fictional company.

GENERAL FIELD OF STUDY: Science
SUBJECT: Chemistry
Students at Eagan study chemistry using Optical Data's Cosmic Chemistry and Periodic Table videodiscs from the Journal of Chemical Education.

SUBJECT: Earth Science/Weather
Students at Eagan learn about weather forecasting using the online Accuweather service.

SCHOOL: East Dale Elementary School

D. NAME: Marion County Schools

LAST:	Crescenzi	FIRST:	Janet
SAL.:	Ms.	TITLE:	Principal
STREET:	Route 3	CITY:	Fairmont, WV
ZIP:	26554		
EMAIL:			
PHONE:	(000)367-2132	EXT.:	
FAX:		PRIN.:	Ms. Janet Crescenzi

SOURCE: Connie Pulice 9'92 & 2'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
East Dale Elementary School uses mutlimedia technology with their students, and also provides an integrated language arts and social studies program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
East Dale has: a multimedia presentation center work station with a CD ROM and an overhead projector, an LCD video disc projector, computers, and video disc player.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Multimedia
- Computer
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - CD ROM
  - Multimedia
  - Laserdisc

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Social Studies

SCHOOL: East Elementary School

D. NAME: Athens School District

LAST:	Armstrong	FIRST:	
SAL.:	Ms.	TITLE:	Third Grade Teacher
STREET:	Wallace Drive	CITY:	Athens, OH
ZIP:	45701		
EMAIL:			
PHONE:	(614)593-6901	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Michael Flemister, 12'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
East Elementary School has a fiber-optic two way audio and video connection to Ohio University

which allows for east communication amongh the administration and teachers. The 3rd grade classroom has incorporated much technology.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The third grade classroom includes a laserdisc player, CD ROM, five Macintosh computers, two mobile cameras, several 26" monitors, and a large 46" television.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Teachers, student-teachers, graduate students, and professors communicate via wireless headsets, e-mail, and live video images for the purposes of enhancing learning for all parties involved.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Laser Disc
Instructional TV
Telecommunications
Audio Tape

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
CD ROM
Laserdisc

GENERAL FIELD OF STUDY: Grade Specific Curricula
COURSEWARE: Third grade technology intensive

SCHOOL: East Mecklenburg High School

D. NAME: Charlotte Mecklenburg Public Schools

LAST: Timms FIRST: Judy
SAL.: Ms. TITLE: Executive Director

STREET: 6800 Monroe Road CITY: Charlotte, NC
ZIP: 28212-6821
EMAIL:
PHONE: (704)343-6430 EXT.:
FAX: PRIN.: Eugene Hawley

SOURCE: Electronic School, 9/93, p. A17

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The special education department at East Mecklenburg High School mainstreamed 7 students into a biology class with 13 randomly picked students with the help of educational technology,and consulting and volunteer support. This 1991 project was called MIST, for Model for Integration: Science and Technology.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
MS-DOS and Macintosh platform computers, CD ROM, laserdisc, specialized software, speech synthesizers, expanded keyboards.

RESOURCES PROFILE:
FUNDING: The 1991 MIST project began when CCAC asked East Mecklenburg to be its partner when it received a $6000 grant. CCAC provided consultants, paid teachers' expenses for extra planning and training, provided assistive technology devices, such as expanded keyboards, and lent computer and laser disc software to the biology classroom for the duration of the project. The school district contributed the computers.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
CD ROM
Laserdisc

GENERAL FIELD OF STUDY: Special Education
SUBJECT: Biology
In a project called MIST (Models for Integration: Science and Technology), East Mecklenburg High School taught a biology class in Fall 1993 to 13 nondisabled students and 7 stduents with sever disabilities (3 in wheelchairs and the others have Down's Sydrome, muscular dystrophy, cerebral palsy, and traumatic brain injury). Two to these students cannot speak and use a speech synthesizer. The 13 students were randomly chosen by computer.

The inclusion of the disabled students was made possible by a unique collaboration between the school system and a nonprofit organization, The Carolina Computer Access Center (CCAC). This project involved team teaching, state-of-the-art computer and assistive technology devices, and the use of community volunteers with science expertise.

Participating students learned to use a wide range of computers and multimedia materials such as laserdisc and CD-ROM players. The students with disabilities also had access to individually selected devices such as expanded keyboards, speech synthesizers, and specialized software that allowed them access to the computers.

SCHOOL: Eastern High School

D. NAME: Greene County School District

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Greene County, IN
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: Carole Novak, 12'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:

Eastern High School was one of the first schools in Indiana to be connected to the state's Partnership Network in July 1993. This network is a model project designed to bring the advantages of advanced communication technology to education, economic development, and health care to two counties. Partnership Network is an interactive video network that planned by September 1993 to link a total of seven Indiana schools, the Monroe County Schools Administrative Center, Indiana University, and Indiana Vocational Technical College in Bloomington.

ORGANIZATIONAL PROFILE:

NETWORK: The state network enables more than 5500 studnets and 250 teachers at the rural and urban schools linked to conduct joint classes and share ideas, to take classes at Indiana Universtiy and Ivy Tech College, and to take "electronic field trips."

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

FUNDING: Indiana Bell and Smithville Telephone Company joined together to sponsor the Partnership Network. Smithville Telephone Company provided the advanced communications technology to Eastern. Smithville is calling the education portion of its fiber optic network BETT, Better Education Through Technology.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Connections to the network allows Eastern students to take electronic field trips to sites such as the Indianapolis Childrens Museum and the Indianapolis Zoo without leaving their classrooms. The first use of the network was through a German class taught by an Edgewood teacher in Monroe County yet conducted to students at both Edgewood and Eastern high schools.

FACILITIES PROFILE:

ACCESS INFORMATION:

E-mail

TECHNOLOGY FOCUS INFORMATION:

Distance learning

Telecommunications
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications
E-mail

SCHOOL: Edenbvale Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: San Jose, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Edenbvale Elementary School has several students with limited English skills. To combat this, the school has a multicultural program which uses computers to integrate language arts and social studies to gain an awareness of immigrant contributions to local and US hisotry. Students research, write, and publish a book, produce a video documentary, and write an itneractive program for classroom and district-wide use to supplement the district and state curricula.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

FUNDING: The school received $5000 from Apple Computers in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Video Editing/TV Production

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: English As A Second Language

GENERAL FIELD OF STUDY: Multidisciplanary
SUBJECT: Writing

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History

SCHOOL: Edgewater High School

D. NAME: Orange County Public Schools

LAST: Bias
FIRST: Gene
SAL.: Mr.
TITLE: Technology Project Coordinator
STREET: 3100 Edgewater Drive
CITY: Orlando, FL
ZIP: 32804
EMAIL: fax is ext 70
PHONE: (407)849-0130
EXT.:
FAX: (407)849-0130
PRIN.: Robert D. Williams

SOURCE: EleSch9'93pA23/ANS'91/Dr Freemam'92

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Edgewater is an engineering/technology magnet school with innovative uses of technology for both advanced and average students. It has been a consistant Apple Computers award winner. Edgewater also has the Apple Crossroads program in place. They funded their technology program almost entirely through donations, negotiations, and grants.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Gene Bias, literature teacher, and Chris Carey, television production teacher, are the technology program coordinators. Both have been Christa McAuliffe Fellow teachers. There is a large media center. There is one computer per every six students.

Computers: Macintosh LC and IIsi, Apple (IIGS, IIe, IIplus), Tandy, IBM, Next, Amiga, and Dell, and six Apple Macintosh PowerBook laptop computers for students to checkout. There are macintosh computers for each magnet program classroom and a backbone computer network; an upgrade of the IBM clone computer laboratory where programming is taught; and Hydrolab Inc.'s "Hydrolab" for the school's Water Sentry Program.

Other: A Satellite dish, scanner, digitizing unit, CD-ROM, modems and related peripheral equipment including software contributed from Claris Corporation. As far as electronic information available to students Edgewater offers Microfilm (TOM), LUIS, and NewsBank, Prodigy, AppleLink, and FIRN.

Software: Aldus PageMaker, Microsoft Works, Claris Works, Easy Color Paint, Olduvai Corporations' Video Paint, KidPix, Aldus Freehand, Hypercard, StrataVision 3D, Animation Works, Macromind Director, and BrightStar Technology's InterFace and HyperAnimtor, Digital Darkroom, Super 3D, Crystal Paint, and clip art and sound effect programs.

RESOURCES PROFILE:
FUNDING: Edgewater acquired all their hardware by borrowing, begging, grants, negotiations, and donations. Bias and Carey wrote ten grants for each one they received. They won grants from

Apple Computers (the Crossroads II Education grant), the Florida Busines Educations Partner's grant, Superintendent, State of Florida Cultural Affairs grant, Wicom Technologies, The Edgewater Foundation, and a Christa McAuliffe Fellowship. A $10,000 grant from Apple brought them funding for curriculum development, software, and training.

They were also one of 28 schools nationwide to receive Apple Leadership grants in 1993 and 1991 (the Crossroads II Education grant). These grants funded computers, printers, modems, and related peripheral equipment including software. These Apple grants focus on successful dissemination and adaptation of successful models of curriculum and technology integration in prekindergarten through 12th grade. Edgewater participates in the "Learning Tomorrow" program which helps revamp schools through technology.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Classroom applications of technology: computer animation, multimedia/ledgends, strategies for learning, environmental engineering, Space Technology.

FACILITIES PROFILE:

ACCESS INFORMATION:
- Laptops
- Student checkout
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Databases
  - CD ROM
- Student Development
  - Graphics
  - Desktop publishing
  - Hypercard
  - Hypercard Stacks
  - Wordprocessors

Student Presentation
Student Communication
E-mail
Telecommunications

GENERAL FIELD OF STUDY: At-Risk Students' Education
SUBJECT: Graphics/Commercial Art

Through the Computer Animation Macintosh Project (CAMP), economically disadvantaged and at-risk high school students learn to use state-of-the-art computer animation technology in order to improve their academic and creative abilities, and to teach them a job skill that they would not be available to them.

Coursework includes drawing, painting, animation, morphing, midiinterface, layout, scanning, and wordprocessing. Students study basic design elements/principles and enhance computer studies with hands-on traditional drawing, painting, and modeling in an adjoining Projects Lab to develop greater understanding of art media and styles. Cell animation, claymation, music/sound effects, and publishing are options for students.

Students use a variety of programs to complete their drawing and animation assignments. AFter the first few months of instruction, the teachers began to find that student productivity for other classes had improved. These formerly non-academic at-risk students began to dazzel their academic teachers wtih assignements completed using various software programs.

CAMP was funded under grants from Apple Computer, Inc. ($200,000), The Edgewater Foundation (14,000), Wacom Technologies, and Crossroads II Education Grants program.

GENERAL FIELD OF STUDY: Computer Science / Technology
COURSEWARE: Novell and Unix systems

Engineering Science and Technology Magnet students who demonstrate an aptitude and interest in technology applications are offered an opportunity to work as "Techs" under the supervision of the school Technology Specialist. The student course work is individualized to meet the current needs of the school and student. Applications include a sophomore and senior level student learning the basic level of Novell System Operator, Unix operating system, Internet applications, installation of programs software and hardware, local area network trouble

shooting, and creating virtual reality applications for handicapped students. As of 1993, Paula Nowell is the contact.

One course which is part of this program is entitled "Experiencing the world of Virtual Reality" and is designed to give students, teachers, and parents in the public school setting an opportunity to understand and interact with a new artistic form of virtual reality. The Mandella System (a virtual reality experience unit created from a computer system) uses a variety of interactive environments that can be selected by the participant and then experienced in an interactive setting.

GENERAL FIELD OF STUDY: Engineering

SUBJECT: Environmental

Students involved in the Environmental Engineering courses monitor lake and storm water in the Central Florida area. Each student is responsible for monitoring a particular lake or site on a monthly basis. Lab samples are collected in a variety of ways including the use of a Hydro Lab. Students work with the local city storm water utilities department and provide water samples to the state wide "Lake Watch" program. They also analyze water and bottom samples. As of 1993, Mike Lopatka was the contact person.

The program at Edgewater, entitled Lake Sentry, involves collection, analysis, and modeling of aquatic parameters of six Orlando lakes. It is a continuing investigative project into the real world of envirnomental assessment. This exciting and innovative technology program was an effort to enhance the science and technology curriculum and provide solutions to real life problems. Students attend a one-two month training program before they are allowed to make decisions involving the Lake Sentry project. The training is similar to that received when entering into a new job, and some students might not continue. Once training is complete, each student is assigned a position in the company with a defined set of goals. Most of the program's operations are conducted at the school in the same time period as "regular" classes. In addition to school resources, the Lake Sentry project maintains a long list of business partners available to help students with special problems which may occur.

SUBJECT: Space Technology

Sophomore Engineering Science and Technology magnet students enrolled in the Space Technology class at Edgewater offer a service to local community organizations and schools. The students learn amateur radio communications, pocket radio, and download satellite imagery to use in their class. Students work on high tech science fair experiments. The best experiments travel on the student designed "Space Bus" that travels to local grade schools and community events. If a student experiment is chosen to travel on this bus, that student travels with the bus to present and demonstrate their project at other Orange County schools. As of 1993, Steve Muise was the contact.

This project has been student focused. Students design, plan, organize, analyze, and evaluate their own progress while incorporating the skills they would normally learn in a classroom. Conceptulization, design, and development of this bus was part of the first course during the 91-92 school year. This year they added a 7 kilowatt power generator and air conditioning system to an Orange County school bus. Plans for the 92-93 school year included complete wiring of the bus, construction of 16 modules with computer capabilities, compulete communications system including worldwide and local Ham radio capabilities and polar orbiting satellite image acquisition, and exterior asthetics. On the modules, students will insert experiments in the technology and science fields. Students at the yonger level will examine these projects, use the communications equipment, and see and touch the potential of technology when the bus visits their school.

GENERAL FIELD OF STUDY: English / Langauage Arts

SUBJECT: Journalism

Students and teachers are using a variety of technologies to develop real world productions for community organizations. Current projects include a Florida Wildlife series being developed on CD-ROM, a presentation and kiosk production for the Orange County Historical Society including virtual reality historical exhibit, and a LEGENDS project funded partially by Apple Computer, Inc. to develop CD-ROMs of native people myths, legends, and cultures.

SUBJECT: Literature

COURSEWARE: AppleLink

Teacher Gene Bias uses the telecommunications network

AppleLink to help teach Native American Literature to his students for the LEDGENDS project. Using AppleLink, students connect with Americna Indian Crossroads grantees in South Dakota and Colorado to exchange HyperCard-based information about their diverse cultural backgrounds. During the 1991-92 school year there were nine different heritages represented in his classroom.

Each student sent a scanned photograph and autobiography (thereby exploring their own cultures and gaining self-awareness) to students in Colorado and South Dakota. Students share their own cultural backgrounds and learn about Native American culure. Bias requires that the students produce their own work with no interference from teachers.

GENERAL FIELD OF STUDY: Special Education

SUBJECT: Learning Disabilities

Students posessing Specific Learning Disabilities are enrolled in a course that teachers them Learning Strategies Skills. The students use computers to improve their sentence and paragraph writing. They use telecommunications to communicate with students at other schools around the country. Their telecommunicaitons writing has improved from short choopy sentences to complex sentences and paragraphs. Learning strategies taught here are designed to be used in mainstream classes.

The outcome of the project is to enable the Specific Learning Disabled students to succeed in the mainstreamed classroom, for success in mainstream classes will improve the students ability to earn a standard high school diploma and offer them more opportunities for employment. The budget for this project created a lab environment that enables students to achieve success without peer pressure for performance.

SCHOOL: Edgewood High School

D. NAME: Monroe County School District

LAST:	Bowman	FIRST:	Jack
SAL.:	Dr.	TITLE:	District Superintendent
STREET:		CITY:	Eastville, IN
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Carole Novak 11'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Edgewood High School was one of the first schools in Indiana to be connected to the Partnership Network in July 1993, a model project designed to bring the advangages of advanced communication technology to education, economic development, and healthcare to two counties. Partnership Network is an interactive video network that planned by September 1993 to link seven Indiana schools, the Monroe County Schools Administrative Center, Indiana University, and Indiana Vocational Technical College in Bloomington.

ORGANIZATIONAL PROFILE:

NETWORK: The state network enables more than 5500 students and 250 teachers at the rural and urban schools to conduct joint classes and share ideas, to take classes at Indiana University and Ivy Tech, and to take "electronic" field trips.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

FUNDING: Indiana Bell and Smithville Telephone Company joined together to sponsor the Partnership Network. Smithville Telephone Company provided the advanced communications technology to Edgewood. Smithville is calling the education portion of its fiber optic network BETT, teh Better Education Through Technology network.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Connections to the network allows Edgewood students to take electronic field trips to sites such as the Indianapolis Childrens Museum and the Indianapolis Zoo without leaving their classrooms. The first use of the network was a German classs in which a teacher at Edgewood conducted the class with students at Edgewood and

at Eastville High School in Greene County.

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Distance learning
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications

SCHOOL: Edward Kemble Elementary School

D. NAME: Sacramento City Unified School District

LAST:	Mott	FIRST:	Rovida
SAL.:	Ms.	TITLE:	Principal
STREET:	7495 29th Street	CITY:	Sacramento, CA
ZIP:	95822		
EMAIL:			
PHONE:	(916)399-5025	EXT.:	
FAX:		PRIN.:	Ms. Rovida Mott

SOURCE: Nancy Wai; C. St. Lawrence 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Edward Kemble is one of Sacramento's Model Technology Schools. Implementation of the project began in the fall of 1987. It was the first school in the district to be outfitted with a schoolwide computer network. They have a schoolwide distributed computer and video network, and have integrated technology across all curriculum areas. Approximately 29% of the students at Kemble speak little or no English. In 1991, the school was videotaped by New York's SL

Productions as part of the VISION: Test project.

ORGANIZATIONAL PROFILE:

VISION: District wide vision to move students from being passive recipients of information to being active, creative problem solvers with the aid of technology and careful curriculum development.

CURRICULUM: Teachers at Kemble have been working in grade-level teams to develop thematic, interdisciplinary curriculum units. In addition to regular staff meetings which have taken on a staff development or curriculum focus, the weekly instructional schedule has been altered to maximize time for teachers to meet and to plan. Release time through the MTS and other programs supplement these regularly scheduled options. District wide curriculum development directives are as follows: 1) determine state and local objectives; 2) assess the needs of the learners; 3) identify the instructional objectives (long and short student outcomes); 4) verify curriculum allighnment; 5) examine options for integration into thematic unit of instruction (multidisciplinary approach); 6) sequence objectives; 7) identify learning activities; 8) select instructional materials; 9) identify a method of evaluation.

TECHNOLOGY PROFILE:

The Kemble configuration includes a technology learning center which houses a large screen monitor, a separate Apple network of 12 Apple IIGS's, and six IBM systems which are part of the schoolwide network. Several classrooms which are shared are outfitted with five or six networked IBMs, and other classrooms have one networked IBM. Five of the classrooms also have 46" monitors and others have LCD panels. Other equipment available for checkout include overhead cameras, 3 Apple IIGS computers, VCRs, laser players, LCDs, and monitors.

The computer/video network became fully functional in January 1989 and was later extended to include all but four classrooms by December of that year. In 1990 it was extended to include all classrooms, plus the new 6th grade wing.

Kemble has -IBM Basic Skills Software: Reading for Meaning Levels I and II
-laser disks: VideoDiscovery, BioSciII, Optical Data Biology Series
-Software: Children's Writing and Publishing Center; Spelling for Meaning; Math Concepts; Reading for Meaning; Missing Letters; ESC Software; Gettysburg Address; GTV-A Geographic Perspective on American History; Printmaster; Newsmaster II; Microsoft Works; Volkswriter;

Writing to Read; VALE (Vol a leer Escribiendo).

RESOURCES PROFILE:

TRAINING: In addition to training in the use of technology, the MTS provided workshops on the writing process, critical thinking, TESA (Teacher Expectations Student Achievement), IMPACT (Critical Thinking) and the use of cooperative learning with technology. Several teachers have also participated in summer training sessions.

Training has been focused upon individual and small groups. Efforts were directed towards specific software packages and teachers' special interests. Most training took place under the tutelage of the technology resource teacher after school or during prep periods. Non-teaching days were utilized for curriculum work and sessions on the writing process and integrated language arts/literature. In addition, with the grade level teams well established, new teachers have found immediate support within their respective groups.

On a district level, the staff development plan encourages a system that enables the teachers the opportunity to take the hard/software home. This plan, begun in August 1989, was organized to support the district's Networking Teachers Study. Their goals are as follows: 1) encouraging a comfortable environment for change; 2) supporting confidence in the quality of the program; 3) providing ongoing assistance for teachers.

They want to nurture teachers enthusiasm and competence in delivering effective instruction, and saw the uprepared teacher as the critical obsticle to the successful implementation of technology based educational programs.

FUNDING: In addition to being part of Sacramento's Model Technology Schools project and receiving funds from the district, Kemble also houses bilingual and special education, Chapter I, SIP programs, and a GATE magnet.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS: Marj Boulton teaches a combined 1 & 2 grade class uses her computer for administrative duties. She publishes homework assignments, write letters to parents, create lessons such as the census activity for math, and neep ancedotal notes on students. She enters academic and social grades into a gradebook program created by 4th grade teacher Bill Schmidt. From this program, she prints out progress reports to be sent home in QEP envelopes.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

INTEGRATION: Kemble staff believe that students are more able to retain information learned in units where there is a common theme. Since skills and information learned in one portion of the unit are applied to other areas of the unit, students learn that each curricular area is not only an island unto itself.

Fourth grade teacher Lucinda Burge uses IBM's TLC (Teaching

and Learning with Computers) as a classroom management system. It is a strategy for integrating a few computers into the classroom and curriculum through using a station approach in which students complete specific tasks at various locations in the classroom. They work cooperatively or independently while the teacher conducts small group instruction. She found the first step was convincing her students to develop a sense of responsibility for their own and each other's learning.

Teachers use the LCD panel in instruction.

FACILITIES PROFILE:

In 1990 the school had a new 6th grade wing added on and connected to the schoolwide computer/video network.

ACCESS INFORMATION:

- Teacher checkout
- Classroom Computer(s)
- School-wide network

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Multimedia
- Laser Disc
- Camcorder
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools
- Drill and practice

TOOL FOCUS INFORMATION:

- Student Development
  - Wordprocessors
  - Laserdisc
  - Digital / optical
  - Desktop publishing
  - Graphics
  - LinkWay
- Student Presentation
  - Camcorder
  - VCR
  - Graphics

GENERAL FIELD OF STUDY: Art

SUBJECT: Graphics/Commercial Art

Art students at Kemble have access to a broad range of graphic software packages.

GENERAL FIELD OF STUDY: English / Langauage Arts

SUBJECT: Reading

Students at Kemble use various software packages to help

them learn to read.

SUBJECT: Spelling
COURSEWARE: IBM program Spelling for Meaning
Using the IBM Spelling for Meaning program, students write in their weekly spelling lists and practice the words either individually or in pairs.

SUBJECT: Writing
Kemble has been bitten by the "Writing Bug." They credit their access to computer technology as being the catalyst for their extensive writing activities. All students including kindergarteners, learn to use the word processor and desktop publishing programs while they learn to write. The ability to use a computer for revising and editing, adding gaphics, and printing a product has been a powerful motivator.

In Marj Boulton combined 1 & 2 class, students utilize desktop publishing software to create anthologies of their own stories (fiction, personal, content-oriented). Other writing activities include publication of a monthly class paper which is done in cooperative groups.

GENERAL FIELD OF STUDY: English As A Second Language
COURSEWARE: Writing to Read
There are three basic skills bilingual students use on the computer. They practice math skills, letter sounds, and they publish final drafts of their writing. They use the liquid crystal display in math lessons, and the software programs Writing to Read and Children's Writing and Publishing Center in their writing.

GENERAL FIELD OF STUDY: Foreign Language
SUBJECT: Spanish
Kindergarten teacher Carmelita Martinez has her spanish speaking students work on computers using the Spanish program of Writing to Read entitled VALE (Voy a leer Escribinendo). The children are able to work at four or five of the following stations each day: the computer station with phonics software; the work journal staion (with taped phonics lessons and workbooks); the make words station where letters and words are taught using manipulativs and games; and the writing/typing station where students get to practice what they've learned using the writing process. At this last station, they write what they can say and then read what they have written.

GENERAL FIELD OF STUDY: Grade Specific Curricula
The district has compiled the following curricular units for use at the Model Technology Schools. Kemble has access to these integrated thematic units:
KINDERGARTEN

Nursery Rhymes and Folk Tales. Using computer graphics, children will make a book illustrating each story, print it and take home to family. Using the audio tapes, students will listen to rhymes and sounds repeated. Students will also watch videotapes.

FIRST Grade
Patterns. Students work towards dramatizing and videotaping a predictable play or student-authored predictable play. Students also make books, individually and cooperatively. It targets problem solving and higher order thinking skills. Technologies used are computers, make-word manipulatives, typing stations, film and filmstrips.

SECOND Grade
Me and My Body. Videotaping is only technology utilized.

THIRD Grade
Hill of Fire. Students will define, describe, sequence, and illustrate the development of a volcano. Techologies used: Large screen monitor; IBM PS/2 Models 25 or 30 adn appropriate software; laser disk player and video disks; Linkway.

FOURTH Grade
Government. Students will invent a country, prepare a map with political divisions, develop a society which uses metric measurement, determine a form of Government, and write a paragraph persuading others to come to their country. A computer with Printmaster software will be used.

FIFTH Grade
Oceanography. It is a specific comparison of four species of whales will develop students ability to work both independently and cooperatively. Instructional videotapes from the Voyage of Mimi introduce the whales section of this unit. Students will learn LOGO with the Turtle Graphics Computer Activities of this package.

SIXTH Grade
Metrics/Chemistry. Mike Crosby is science leadership team member at Kemble. There is a collection of five lessons with this unit. They use films, videos, and computer software.

GENERAL FIELD OF STUDY: Mathematics

Students use the computer during math lessons. In cooperative groups, students in Jarj Boulton's combined 1 & 2 grade class, students tallied how many men women, boys and girls were represented on a page. To complete their census, they wrote and solved story problems.

GENERAL FIELD OF STUDY: Multidisciplanary

Language Arts/Mathematics/Science/Social Studies:

The district-wide MTS unit called "Charlotte's Web" is designed for grade 3. Desired student learning outcomes include that students will: 1) comprehend the book by E.B. White, 2) understand the roles and responsibilities of friends, 3) develop both oral and written communication skills, 4) understand the role that farms play in their lives and the lives of their families.

Technologies utilized include a camcorder, computer, word processing software (IBM Basic Skills Software: Reading for Meaning Levels I and II), laser discs (VideoDiscovery, BioSci II, Optical Data Biology Series), and computerized graphics. Final student products include student writing samples, student made farms, student illustrated folder, student video tapes and graphic presentations.

When appropriate, both large group and small collaborative group instruction are applicable. Assessment comes from students culminating productions: writing, performance, and projects.

GENERAL FIELD OF STUDY: Science

SUBJECT: Biology

Kemble teachers have the option of using district-wide integrated curricular units called "Dissection of a Shark" and "Dissection of a Worm." They are for use in grades 4-12. The level of participation varies with the grade. Technologies utilized include a VCR for viewing video tapes of the same name before the dissection. They were produced in cooperation with the Sacramento Educational Cable Consortium. Both programs have accompying 30 page guides. Students view the tapes and then the teacher follows the guidelines for disection in the guides.

SUBJECT: Earth Science/Weather

WEATHER

Mary Long, third grade teacher, and other teachers have facilitated the development of a schoolwide weather unit. It targets oral language skills, science processing, cooperative learning, and reading comprehension with

technology. It uses hands-on science materials, vocabulary and weather scenes, maps and charts, evaluation, and weather forcasting stations.

All students have the opportunity to give a daily weather forcast, have it videotaped, and be given feedback on their broadcasting skills. Materials used include: the book Sara Plain and Tall which takes the reader through four seasons and includes precautions against snow and a tornado; the software Windows on Science and Linkway; locak KCRA Channel Three's Weather Unit, and PC Globe's PC USA.

WATER Quality Project
Clean water was the subject of the school's science fair in May 1989. This project encourages classrooms to study the source, treatment, and lead quantity in their water. With a computer and a modem, discussions and results can be telecommunicated to other schools. Students visit the Folsom Dam and the computerized American River Water Treatment Plant.

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History
Fifth graders at Kemble use an interactive video program entitled GTV-A Geographic Perspective on American History. It is a laser disc/computer system with over 60 concise 3-5 minute framework-alligned videos presentation and provides instant access for students and teachers to a vast bank of images. Teacher Linda Melvin believes the real charm and power of Kemble's interactive video system, is the show-making capability which her students truly enjoy.

SCHOOL: Eisenhower Elementary School

D. NAME: North Platte Public Schools

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FAX:		PRIN.:	

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE: 1 PLAN (Y/N): Y

DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Eisenhower Elementary School is technology intensive, with three computers in every classroom. The facility is networked.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh LCII and LCIII computers, Centris 610 computes, an authoring station for creating multimedia presentations; a building server; a library server, with automation in progress; and an Ethernet network connects all rooms in the building.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia

SCHOOL: El Camino High School

D. NAME: South San Franscisco Unified School District

LAST:	Kidrus	FIRST:	George
SAL.:	Mr.	TITLE:	

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PHONE: (415)877-8806 EXT.:
FAX: PRIN.:

SOURCE: Ellen Mandinach 11/11/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Students at El Camino High School use simulation programs in the science curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Science students at El Camino use Macintosh computers and STELLA.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Science teachers use Macintosh computers and STELLA to facilitate curriculum reform.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation

GENERAL FIELD OF STUDY: Science
The science department uses simulation-modeling software to develop systems-based curriculum materials and to enable students to develop their own model with the STELLA software.

SCHOOL: Elanor Roosevelt Elementary School

D. NAME:

LAST: Costello FIRST: Mary Ann

SAL.: Ms. TITLE: Music Teacher

STREET: CITY: Vancouver, BC CANADA,

ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: VSD newsletter Fall 92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Elanor Roosevelt Elementary School has a high tech music classroom that has 15 Yamaha digital interface keyboards that can be split to accomodate 30 students at one time. From a central keyboard and computer system, teachers can teach and monitor each student's progress. The equipment and computer programs allow students to learn faster and more easily.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Music Keyboards

GENERAL FIELD OF STUDY: Music

SCHOOL: Ellis Middle School

D. NAME: School District U-46

LAST:	Clark	FIRST:	Phil
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PHONE:	(708)888-5151	EXT.:	
FAX:		PRIN.:	

SOURCE: Ellie MacKinney 10'92 & 2'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The art classes at Ellis Middle School use Macintosh Drawing programs.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Graphics

GENERAL FIELD OF STUDY: Art
SUBJECT: Drafting

SCHOOL: Emerson School

D. NAME:

LAST: Monroe
FIRST: Laura
SAL.: Ms.
TITLE: Principal

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PHONE:
EXT.:
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PRIN.:

SOURCE: NSBA schedule 1993

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Emerson School teacher Laura Monroe presented a paper at the 1993 NSBA Conference entitled: The effects of a technology enriched integrated reading and language program on mediating differences between minority and white students on reading and writing performance for K-3 learners.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

SCHOOL: Everett High School

D. NAME: Everett School District No. 2

LAST: Wigre
FIRST: Rick
SAL.: Mr.
TITLE: Art Teacher

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EMAIL:
PHONE: (206)339-4429 EXT.:
FAX: PRIN.:

SOURCE: Electronic School, 9/92, p. A47

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Everett High School makes use of various technologies to expand the art curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Equipment in the art classroom includes: Macintosh computers, a network, printers, videodisc, scanners, clipart software, and SuperPaint from Silicon Beach Software.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Graphics
Videodisc

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art

A new computer art course challenges students to use drawing, video, scanning, and clipart software to create visual compositions. Art students begin by learning art theories and vocabulary and methods of looking at, talking about, and writing about art. They then use Superpaint from Silicon Beach Software to scan their own drawings onto computer screens to manipulate and create new images that are critiqued weekly by their classmates.

SCHOOL: F.M. Black Middle School

D. NAME: Houston Independent School District

LAST:	Sassi	FIRST:	Tony
SAL.:	Mr.	TITLE:	Sch. of Future Program Coord.
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ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

F.M. Black Middle School installed 210 computers in 1985 as to start its participation in the three year School of the Future pilot program. The school's 83 teachers participated on a volunteer basis. By December 1988, the student/compuer ratio was 4:1.

The student population consists of mostly African American, Hispanic, and Asian students, 28% of whom are on the free lunch program. Enrollment is approximately 245 students.

ORGANIZATIONAL PROFILE:

GOALS: F.M. Black began infusing computers into their curriculum in 1986 with the intent to show that they can make a significant difference in the entire educational process. By doing so, the school assumed a pioneering role and generated the experiential data for the development of educational software, special curricula, student

guides, a School of the Future principal's Handbook, a teacher's handbook, a videotape, and an all-embracing School of the Future Handbook.

TECHNOLOGY PROFILE:

F.M. Black Middle School offers the following keyboarding programs: Keyboard Cadet, Master Type, Typing Tutor, and Success with Typing. Teacher tools include Print Shop, Dazzle Draw, MECC teacher utilities, and Newsroom.

The 270 software packages at Black include: Junior High Arts by Jostens; Punctuation by SRA; Parts of Speech by MECC; Appleworks word processor; CDI math level C by SRA; and Tribbles by Conduit. Hardware includes: Apple IIe, Macintosh computers, printers, 25" TV monitors.

At the start of their participation in the School of the Future program, Black installed 210 computers and 80 printers in 1986. There are three computer laboratories with 25, 28, and 30 computers in them, with 5, 15, and 17 printers in each lab respectively. The library has 13 computers and 5 printers. The remaining computers are divided among the classrooms in quantities ranging from 1 to 9.

RESOURCES PROFILE:

TRAINING: Since November 1985 when the first batch of 120 computers was installed at Black, teachers have had access to numerous formal and informal hands-on training sessions offered by the program coordinator and the teacher technology expert. Some of the topics include: Appleworks Word Processor, Dot Writer, Macintosh, Appleworks Database, Writer, MacPaine, and MacWrite.

FUNDING: Apple Computer and the Houston Independent School District fund the School fo the Future project at Black.

ADMINISTRATIVE USES OF TECHNOLOGY:

Appleworks database is used to monitor lost textbooks and library books, minority to majority student transfers, and generates attendance reports.

The counseling staff has established student databases for test scores and other records. Students who are failing in given subjects are monitored through the computer after their placement in a tutorial class. Monitoring print-outs are provided for the homeroom teacher, the office staff, and the subject teachers on the students. Some teachers use Report Card by

Sensible Software to handle grade reporting.

In 1987, 38% of the administrative/counseling staff used computers daily and another 38% used once/twice a week. The staff uses computers for storing student and staff records, pre- and post-assessment letters, produce memos to teachers from the principal, phone-conference letters, and student discipline letters. Student disciplinary records are monitored schoolwide in regard to when and where misbehavior occurs, which teachers are involved, what punishments or measures are used to resolve the probelsm. Data is retrieved every six months, showing the breakdown of disciplinary records according to homeroom for the entire school.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Computer labs at Black are designed for large group instruction, including word processing, drill and practice, tutorials, and simulations. Students have access to these labs daily, before and after calsses and during lunch.

FACILITIES PROFILE:

ACCESS INFORMATION:

Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Drill and practice
Tutorial
Simulation
Tools

TOOL FOCUS INFORMATION:

Student Development
- Wordprocessors
- Graphics
- Databases

GENERAL FIELD OF STUDY: English / Langauage Arts

One language arts teacher uses Junior High and Elementary Arts by Jostens, Appleworks word processor, Punctuation by SRA, and a class set of Parts of Speech by MECC.

GENERAL FIELD OF STUDY: Mathematics

One sixth grade math teacher uses CDI maths level C by SRA with her students.

GENERAL FIELD OF STUDY: Science

A science teacher uses Tribbles by Conduit to teach the concepts of the scientific method--a systematic, down-to-earth graphic portrayal of the topic.

SCHOOL: Fairview Elementary School

D. NAME: Calcasieu Parish School District

LAST:	Gruca	FIRST:	Vickie
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FAX:		PRIN.:	

SOURCE: George Clyde 9/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Students at Fairview use a broad variety of technologies in their daily curricula. The art department is multimedia intensive.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Laser disc, video camera, XapShot camera, original animation graphics, hypercard stacks.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Students at Fairview use the computer combines with the laser disc player, video camera, Xap Shot camera, original animation and graphics as well as sound to create instructional programs/stacks on various topics as requested by the classroom teachers. The art department curriculum has students create original works of art using computer software.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Camcorder
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Graphics
  - Camcorder
  - Hypercard Stacks
- Student Presentation
  - VCR
  - Laserdisc

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art
Included in Fairview's art department curriculum, students create original works of art using computer software.

SCHOOL: Fairview High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Boulder, CO
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Dr. Pisapia

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The debate team at Fairview High School uses electronic newsgroups to acquire up-to-date information as well as opinions on their debate topics.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

SCHOOL: Falls Church High School

D. NAME: Fairfax County Public Schools

LAST: Scott
FIRST: Thomas
SAL.: Mr.
TITLE: Tech Ctr Operations Specialist
STREET: 7521 Jaguar Trail
CITY: Falls Church, VA
ZIP: 22042
EMAIL:
PHONE: (703)573-4900
EXT.:
FAX:
PRIN.: Marvin G. Spratley

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Falls Church High School was videotaped in 1991 by SL Productions of New York for the VISION: Test project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Far Rockaway High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Queens, NY
ZIP:
EMAIL:
PHONE: (718)327-6000 EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Far Rockaway High School uses technology in the following programs: English as a Second Language, Native Language Arts, and HAITI (Higher Achievement and Improvement through Instruction).

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English As A Second Language

SCHOOL: Farmdale Elementary School

D. NAME:

LAST: Higuchi FIRST: Charlotte
SAL.: Ms. TITLE:

STREET: CITY: Los Angeles, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: project evaluation by Higuchi, 7/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Farmdale Elementary School is a strong supporter of profermance-based assessments. Staff believes it drives student and teacher competency standards upward. Farmdale teacher Charlotte Higuchi conducted a three year study on performance- based assessment in language arts, math, science, social studies, self-evaluation, collaboration skills, and portfolios. She taught the same children for three years in an ungraded primary multilingual multicultural classroom comprised of Asian and Hispanic students. Parents agreed to read to their child for twenty minutes every night, to raise money for instructional materials, and volunteer in classrooms. Students helped each other. Higuchi became students coach, mentor and partner.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Felida Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Vancouver BC CANADA,
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: VSD newsletter Fall 92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Felida Elementary School have access to a modem and can give and receive computer messages.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Computer

TOOL FOCUS INFORMATION:
- Student Communication
  - E-mail
  - Telecommunications

SCHOOL: Fisher Middle School

D. NAME: Monterey Peninsula Unified School District

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Los Gatos, CA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: CA MTS book: Destinations, p. 41

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Fisher is in the process of becoming a model technology school. The interest in utilizing technology at Fisher began slowly during the late 1980s primarily because of the excitement of one teacher as well as increasing district support and staff development programs. An alliance with the local Institute of Computer Technology created a partnership with Fremont, Saratoga, and Los Gatos high schools.

ORGANIZATIONAL PROFILE:

VISION: Fisher is not interested in just purchasing equipment, programs, or other resourses, rather they are striving for an individualized program that focuses on student needs.

IMPLEMENTATION: Emphasis is on strong planning, staff development, and training. Visits to the Model Technology Schools in their district were a strong influence convincing them to carefully plan for technology integration. There is a Montery School District technology committee which developed the ensuing district Technology Use Plan (TUP) which established a "Site Tech Teacher" program, similar to that of the Mentor Teacher Program at Monterey Peninsula Unified School District.

TECHNOLOGY PROFILE:

They have laser discs, an LCD, a zap-shot camera, CD-ROMs, and computer assisted design programs. They also use telecommunications.

RESOURCES PROFILE:

FUNDING: Financial support came from district funds. For the 90-91 school year, the district appropriated $73,000 to technology development, $40,000 for telecommunications, $35,000 for equipment, $20,000 for staff development, $12,000 for the district coordinator's time, and $6,000 for a special Mentor Teacher project here at Fisher. Fisher also received an AB 1470 grant which funded some additional equipment. The local Educational Foundatioan allocated funds in 1991 for Fisher to integrate technology in each subject area.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Videodisc
  - Telecommunications

GENERAL FIELD OF STUDY: Art

SUBJECT: Industrial Arts

Fisher makes use of computer assisted design programs for their industrial arts classes.

GENERAL FIELD OF STUDY: Science

Laser disks, an LCD and a zap-shot camera are used in science classes at Fisher.

GENERAL FIELD OF STUDY: Social Studies

SUBJECT: History

A CD-ROM and laser disks are used in history classes.

SCHOOL: Flat Rock Middle School

D. NAME:

LAST: Sisk
SAL.: Mr.

FIRST: Phil
TITLE: Technology Teacher

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Tyrone, GA

EXT.:
PRIN.:

SOURCE:

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Flat Rock Middle teaches the new "Exploration in Technology" curriculum which introduces students to technology tools. The old industrial arts/shop classroom area has been converted into a new modular classroom that offers an overview of the latest in technology education.

ORGANIZATIONAL PROFILE:

VISION: to use today's tools so that students become familiar and feel comfortable with the tools which will allow them to move into the 21st century.

TECHNOLOGY PROFILE:

The technology lab at Flat Rock offers the following experiences to its students: computer-aided design, communication, desktop publishing, television broadcasting, computer numberical control milling, energy, power, and transportation. The lab has up to 18 exploratory modules, all thaught by one instructor. The television studio in the lab (funded in part by SONY electronics and local Wolf Camera & Video) carry a full array of SONY products including: Handycam camcorders, 8mm camcorders to 8mm and VHS editing, VCRs, monitors, a video sketch titler, and a CD player.

RESOURCES PROFILE:

FUNDING: SONY Electronics, Inc. and local Wold Camera & Video played an integral part in developing the state-of-the-art television studio for Dalton. SONY also funded the development and implementation of a TV production curriculum to be used in the video module.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The technology lab has up to 18 modules all taught by one instructor. Students select the modules in which they prefer to work and the computer program assigns each child to the different modules based on their preferences and ability. Each student is allowed to work in three different modules over a six week period working in teams of students at each module.

A TV production curriculum has been developed and implemented, with the help of SONY, to be used in the video module. The video production students write and research their articles, they learn to read them proberly, they present them in front of the screen, and they learn to cooperate with each other.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Camcorder
- VCR
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools

TOOL FOCUS INFORMATION:

- Student Development
  - Graphics
  - Desktop publishing
  - Video Editing/TV Production
  - Electronics
- Student Presentation
  - TV
  - Camcorder
  - VCR
  - Video Editing/TV Production
- Student Communication

GENERAL FIELD OF STUDY: Art

SUBJECT: Drafting

Students at Flat Rock have access to utilize CAD programs (computer aided design) in the Technology lab.

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production
In the technology lab at Flat Rock, the video production students have access to several SONY products including: Handytcam camcorders, 8mm camcorders to 8mm and VHS editing, VCRs, monitors, a video sketch titler, and a CD player. The students write and research their articles, learn to read them properly, present in front of the screen, and learn to cooperate with each other. There is a TV production curriculum which has been fully developed and implemented at Flat Rock which is used in the video module.

SCHOOL: Force Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Denver, CO
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Force Elementary School has its 3-6 graders working on a multidisciplinary program creating "Mini Societies" that integrate economics, law, math, language, and art. Students develop their own governments and economic systems. Software used includes databases, spreadsheets, word processing, and desktop publishing.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple

Computer in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Desktop publishing
Spreadsheets
Databases

GENERAL FIELD OF STUDY: Art

GENERAL FIELD OF STUDY: Business / Economics

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Mathematics

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Forest Hills Central High School

D. NAME: Forest Hills Public School District

LAST:	Williams	FIRST:	Steve
SAL.:	Mr.	TITLE:	
STREET:	5901 Hall Street SE	CITY:	Grand Rapids, MI
ZIP:	49546		
EMAIL:			
PHONE:	(616)285-8723	EXT.:	
FAX:		PRIN.:	

SOURCE: NSBA respondant

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y

MATERIALS: Y

BRIEF DESCRIPTION:

Over the last few years, Forest HIlls Central High School has increased its technology agenda by adding additional technologies, and initiating several complex projects involving these various technologies. Schools from Michigan and all over the Mid West havehave visited Forest Hills to interact with them on their technology projects and learn how they might be adapted for use in their own schools.

ORGANIZATIONAL PROFILE:

Technoloy Projects: To ensure all students exposure to technology projects at Forest Hills, technologies were integrated into each of the core curriculum areas: precalculus and discrete mathematics; biology; world studies and government; communications and mass media. In each case, students gathered information from the school's various technology media. Students then analyzed, categorized, and organized the information into a presentation that used a presentation technology of their choice (multimedia, video, hypercard, still video, or computer graphic).

TECHNOLOGY PROFILE:

Forest Hills' technology infusion project incorporates the following: interactive video fiber network, CD ROM, laserdiscs, computer online databases, telephones, satellite receivers, slides, still video, computer graphics, LCD panels, audio, hypermedia, and fax networks.

RESOURCES PROFILE:

TRAINING: Each of Forest Hills' technology project was developed through a strong staff development program allowing teachers to plan and learn together.

PARENTAL/COMMUNITY SUPPORT: Communication and teamwork by the staff allowed the necessary coordination to take place enbabling the complex technology projects at Forest Hills to be completed on time and within the time and resource limitations. The community and parents are active participants with involvement ranging from recommending outcomes students need to achieve to participation in the projects as resource people and/or evaluators of the student presentations.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

All technologies (information and telecommunications) at Forest Hills focus on connecting students and the curriculum with "real world" applications. These applications are further integrated with thinking skills, cooperative learning, project design and development, research skills, communications skills, and in some cases service to the community. The result is learning that is connected and active while motivating the students to strive for personal and group excellence.

Assessment of student technology projects is done by several audiences including peers, teachers, administrators, community and business people.

FACILITIES PROFILE:

ACCESS INFORMATION:

- School-wide network
- E-mail

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Distance learning
- Multimedia
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools

TOOL FOCUS INFORMATION:

- Student Research
  - Databases
  - CD ROM
  - Telecommunications
  - On-line Services
- Student Development
  - Wordprocessors
  - Graphics
- Student Presentation
  - VCR
  - Graphics
  - Multimedia
  - Video Editing/TV Production

Student Communication
Telecommunications

GENERAL FIELD OF STUDY: Communications / Mass Media

Mass media students at Forest Hills focus on the multimple aspects of communications and the various technologies used in the communications process. This exposure incorporates information access technologies including online and CD ROM databases, laser discs, electronic mail, fax and voice and video teleconferencing through the district's fibre optic network that students use to develop a project focusing on a personal theme communicated through the presentation technology of the student's choice.

GENERAL FIELD OF STUDY: Mathematics

Forest Hills' math project involved the United Way supported agency First Call for Help. Students gatered data from the agency as well as state, regional, and national sources (through telecommunications), analyzed it and presented the trends they felt the agency needed to address in their future planning.

GENERAL FIELD OF STUDY: Science

SUBJECT: Biology

Biology students gathered environmental data from local, state, and national evels, integrated it with their textbook knowledge and developed a multimedia presentation of their conclusions.

GENERAL FIELD OF STUDY: Social Studies

Forest Hills' world studies students access information from around the world as they develop a multimedia or video projects focusing on why countries and people act the way they do and the interrelationships involved in political, economic, and cultural systems.

Government classes research information on issues from local, state, and national sources including teleconferencing with legislators, governmental agencies and special interest groups. Each student is then required to write a bill and defend it as it is introduced in a model congress where all the bills are discussed, debated, and voted upon.

SCHOOL: Fox Chapel High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: 611 Field Club Road CITY: Pittsburg, PA

ZIP: 15238
EMAIL:
PHONE: (412)963-9600 EXT.:
FAX: PRIN.:

SOURCE: Mike McCafferty '93/Ms. Wools 6'92

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Fox Chapel High School has an automated, state-of-the-art library with a weather reporting station that equals the three national television network's local weather reporting abilities.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather
Students learn how to study the weather in Fox Chapel High School's weather reporting station based in the school's media center.

SCHOOL: Frederick Douglass Academy

D. NAME:

LAST: Monroe FIRST: Lorraine
SAL.: Ms. TITLE: Project Director

STREET: 2581 Adam Clayton Powell CITY: New York, NY
ZIP: 10039
EMAIL:
PHONE: 212-690-5968 EXT.:

FAX: PRIN.:

SOURCE: Laptop Notes 10/91 p. 3

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The Frederick Douglass Academy opened in September 1991 to then offer 150 seventh graders in Central Harlem a new educational alternative, with future plans to add a new grade level every year to get a full 7-12 school. FDA received a grant from Panasonic Communications and Systems Company to fund laptop computers for their curriculum.

ORGANIZATIONAL PROFILE:
PLANNING: Students, who are selected for their demonstrated and potential academic abilities, agree to take part in FDA's rigorous program intended to prepare them for further education and achievement. The school plans to take on a new grade each year, and eventually function as a complete junior and senior high school. Staff see latops as instructional devices essential to the varied interdisciplinary programs in place at FDA.
MISSION: to prepare all children for college and post-secondary education, for life-long love of learning and for concern about the fullness of their lives and the lives of others. Students need to become more than computer literate if they are to be able to function competently and competitively in the 21st centruy.

TECHNOLOGY PROFILE:
Laptop computers.

RESOURCES PROFILE:
FUNDING: FDA received a grant from Panasonic Communications and Systems Company to purchase laptop computers to enhance its curriculum.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
In this small school setting, laptops are used

throughout the curriculum, offering teachers a chance to use computers in their classrooms or other locations, rather than being tied to the computer lab where other technologies are stored. Students can check computers out to take home. Teachers utilize laptops portability to enhance many classroom activities.

FACILITIES PROFILE:

ACCESS INFORMATION:
Buddy System
Laptops
Student checkout

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools
Simulation

TOOL FOCUS INFORMATION:
Student Development
Desktop publishing

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Journalism
Student reporters take the laptops out on assignment to take notes on, while other students will layout the paper on laptops using desktop publishing software.

GENERAL FIELD OF STUDY: Mathematics
Math teachers carry out staticical simulations and then reflect on the advantages and disadvantages of computer simulations of real events. Students brainstorming in groups elect one leader to take notes on a laptop.

SCHOOL: Fullerton Union High School

D. NAME:

LAST: Eberhard FIRST: Jeff
SAL.: Mr. TITLE: RSVP Technology Coordinator
STREET: 201 East Chapman Avenue CITY: Fullerton, CA
ZIP: 92632
EMAIL:
PHONE: (714)447-4571 EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, 8/93, USDOE 9/16/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Fullerton Union High School offered a very successful program, involving 3 of the 5 junior-level history classes, entitled Restructuring Social Science Via Progressive Technology (RSVP) during Fall 1992. The traditional rows of student desks were replaced with individual tables with computers and separate chairs that could be grouped to accomodate varied lessons. Their textbooks were replaced by primary source documents, supplementary readings, and encyclopedia information provided via computer. Also, the typical emphasis on recall of histroy facts was supplanted by a new accent on thinking critically about issues.

After one semester, RSVP TECH achieved documented results. When compared with their control group peers, students in the program achieved higher objective test scores, higher essay test scores for historical content, and higher ratings in history interviews.

ORGANIZATIONAL PROFILE:

VISION: to enhance student achievement by restructuring the standard classroom learning environment and refocusing traditional teaching practices; also to make students more active participants in their own learning and to share responsibility for that learning. From its inception, RESP TECH was developed to serve the rarely addressed but increasingly important needs of the regular level high school student.

TECHNOLOGY PROFILE:

This electronic history classroom offers Fullerton students: computers, electronic mail, word processors, CD-ROM.

RESOURCES PROFILE:

FUNDING: the RSVP TECH was funded by the US DOE's Office of Educational Research and Improvement Fund for the Improvement and Reform of Schools and Teaching (FIRST) Program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Students sent proposals for a new constitution to their teacher electronically, who then was able to merge, copy, and distribute them for student debate.

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
CD ROM
Student Development
E-mail

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History
History comes alive in Fullerton's electronic history classroom. In Fall 1992, traditional desks were replaced with computer tables and separate chairs which can be removed to accomodate varied lessons. Textbooks were replaced by primary source documents, supplementary readings, and electronic encyclopedias.

In learning about the Revolutionary War, students did more than just read about it. Student groups (Rebels, Loyalists, Indians, French, British, Blacks) debated the causes of the War. Student pairs played delegates at a convention and constructed their own constitutions on e-mail. Their instructor merged, copied, and distributed these drafts for use in a student debate.

SCHOOL: Garden City Elementary School

D. NAME: St. Lucie County School District

LAST: Rahming FIRST: Martha H.
SAL.: Ms. TITLE: Principal

STREET: 1801 North 21st Street CITY: Fort Pierce, FL
ZIP: 34950-2007
EMAIL:
PHONE: EXT.:
FAX: PRIN.: Martha H. Rahming

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Garden City Elementary School is St. Lucie County's first model 21st Century high-technology school. The school provices a safe, wholesome environment that helps students get excited about learning and feel good about themselves and their future.

ORGANIZATIONAL PROFILE:
PLANNING: Teachers at Garden City are carefully chosen for their extensive training, enthusiasm and skill. The school was redesigned to offer students in kindergarten through fifth grade the ultimate in a technologically oriented, individualized, learning environment.

TECHNOLOGY PROFILE:
Several computers in every room; laser audio and video discs; closed circuit television; audio cassettes; electronic calculators; a 35-station computer lab; and other high tech aids.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Students have the benefit of highly-skilled teacher staff and a variety of electronic teacher aids that scientifically lower the pupil-teacher ratio. Therefore, each student receives instruction tailored to his/her individual needs and learning styles. Technology is used for drill and practice, to emphasize higher order thinking skills, and to create proactive rather than reactive learners. Results include improved student achievement, fewer discipline problems,

and increased attendance and enthusiasm for school.

FACILITIES PROFILE:
Garden City's facility is considered state-of-the-art specifically designed to aid learning.

ACCESS INFORMATION:
Calculators
Classroom Computer(s)
Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
Computer
Calculators
Audio Tape
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Drill and practice
Tools

SCHOOL: Garden Gate Elementary School

D. NAME:

LAST:	Hauck	FIRST:	Catherine
SAL.:	Ms.	TITLE:	Principal
STREET:	10500 Ann Arbor Avenue	CITY:	Cupertino, CA
ZIP:	95014		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Stearns article, 1/91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Garden Gate Elementary School began the implementation of incorporating technology into their curriculum in 1989.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Gardner Academy

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: San Jose, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 2 p. 720

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Gardner Academy participates in the LOGO project, Project Mindstorm, which involves the entire school staff.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Logo software.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: Mathematics
SUBJECT:
The entire staff is involved in the logo project Project Mindstorm.

SCHOOL: Garfield Elementary School

D. NAME: Revere Public Schools

LAST: Cincotta, M. Ed. FIRST: Phil
SAL.: Mr. TITLE: Dir. of Information Technology
STREET: CITY: Revere, MA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: T.H.E. Journal 5/93, p. 70-74.

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
In 1987, Garfield Elementary School was in trouble. With 70% Southeast Asian population while other schools in Revere were 90% white, Garfield was quickly becomming racially segregated. To solve this problem, the Massachusetts Dept. of Education offered the city of Rever 90% of the funding needed to replace the existing building with a much larger "technology magnet school" with programs so diserable it would draw in new white students from other parts of the city.

Plans were successful and the James A. Garfield Community Magnet School opened with its full electronic menu in September 1992 with a diversified student enrollment. It has a "school of the future" concept.

ORGANIZATIONAL PROFILE:
VISION: The basic skills children will need in the 21st century will include the ability to access, analyze and communicate information from and on electronic sources; to meet and adapt to the needs of children growing up in the

information age; to reflect in the educational system the changes that have drastically altered US society since the 1950s.

GOALS: to establish an information utility similar to electricity or phone service in the district-wide computer network which connects all aspects of education on a single network and can be called upon as needed by students, teachers, and administrators.

PLANNING: Administrators believed parents would be supportive of a technology-based curriculum. The district took advantage of the computing capabilities based at the new Garfield school to build a computer network that serves the city's entire school system.

TECHNOLOGY PROFILE:

DISTRICT WIDE COMPUTER NETWORK: is based at Garfield because of its computing capabilities. It is an open system so that they can accomodate any new technologies that come along. Users can access online databases and educational networks through the Mass LearnNet, which connects the district network to the Internet. As a result, students teachers and staff can communicate with likeminded educators acorss the country.

It is a VAX 4000-200 from DEC (acts as the electronic hub for a highly decentralized yet integrated system) and allows all administrative, curricular, library, communications, instructional, and information processing applications. All software programs purchased for Garfield can be downloaded and used by six other Revee schools.

Garfield Technology: IBM, Apple Computers, Digital Equipment Corporation computers, and CD-ROM. Every classroom is equipped with a multipurpose wall outlet that offers plugin access to the computer resources as well as hookups to cable TV, satellite delivered programs, VCRs and two-way broadcast video. Each teacher has a computer workstation on his/her desk.

Garfield's school library has six multimedia stations with TV monitors and microcomputers. A multimedia encyclopedia CD-ROM featuring music and video can be downloaded from Garfield to other participants on the network. This automated library system is integrated to the network under the Campus America umbrella. A barcode wand system similar to public libraries automates circultion. When doing inventory, the barcode wand will alert the shelver if books are

misplaced or out of order.

There are four student labs (1-equipped with DOS based DEC stations, 2 with IBM PCs, and 1 with Macintosh system). Each lab has about 25 stations plus a teacher station and each cluster of about six machines is served by a single printer.

SOFTWARE: In 1993-94, Garfield began offering over 200 software programs over the network including Jostens Learning Corporation, Writers Network, and PODIUM.

RESOURCES PROFILE:

TRAINING: Garfield realizes that teacher workshops and computer training classes are ongoing activities. Most teachers have achieved comfort with technology.

FUNDING: State funding allocated to build a $32 million school with a swimming pool, a rooftop play area, a greenhouse, and other activities.

Garfield had to install six new phone lines at $5000 per yearin 1992, but hopes to reduce that cost to zero by taking advantage of new advances in cable TV. Since Garfield has their own scanners, they can now score their own Metropolitan Achievement Tests instead of paying to send them back to the testing company.

ADMINISTRATIVE USES OF TECHNOLOGY:

Instead of separating administrative and educational functions, Garfield merged them in their compterized learning management system. Campus America's LMS/LMX maps the curriculum and assists in the management of instruction. Since opening in 1992, teachers have been working to reasses and create learning objectives for each class. Teachers correlate objectives with the resources available (lessons, books, software, exercises, tests, videos, and audiotapes). The Campus America's Student Information System to integrate grades, report cards, scheduling, and attendance. Administrators and teachers utilize electronic mail and electronic bulletin boards for everything from sharing ideas about school policies on AIDS to publicizing professions openings. Online communication cuts down on telephone tag and paperwork.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Teachers at Garfield adjust and individualize lessons to make them more sophisticated, more difficult, or easier. Once children achieve

mastery of one learning objective, they move on to the next objective. It's an approach that allows children to work at their own pace, yet impels them to thak more responsibility for learning. Teachers have access to the district database for resources.

Each teacher has a computer station on his or her desk.

FACILITIES PROFILE:

In design the new school's technology infrastructure decision-makers did not lock the school into a single-vendor strategy or a management of multi-vendors, but chose a network approach.

ACCESS INFORMATION:

- Buddy System
- Classroom Computer(s)
- School-wide network
- E-mail
- Laptops

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Distance learning
- Multimedia
- Instructional TV
- Audio Tape
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools

TOOL FOCUS INFORMATION:

- Student Research
  - Databases
  - CD ROM
  - Telecommunications
  - On-line Services
- Student Development
  - Bar Codes
  - Video Editing/TV Production
- Student Presentation
  - Videodisc
- Student Communication
  - Telecommunications
  - E-mail

SCHOOL: George Washington High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Denver, CO
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE:

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

In January 1992, George Washington began offering a computer-magnet program to its students so they could learn word processing, programming, computer-aided design, and computer graphics--however, one student complained in 1992 that she only saw technology utilized in 1 of her 7 classes. A senior level chemistry class visited the school's computer lab only once during the 91-92 school year.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

The majority of George Washington's 225 IBM or IBM compatible computers fit into the school's nine computer labs.

RESOURCES PROFILE:

FUNDING: Teacher Andrew Kramer attributes failings in the school's magnet technology project to lack of funding. In the mid 1980s, the school had grants totalling more than $2 million for its computer program. To support the heavy lab use, students taking a computer course must pay a $15 lab fee.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

About one fifth of the school's population is enrolled in the computer-magnet program. Every semester, these students must take one of the 30 computer courses the school offers each semester.

The Computer-Aided-Design (CAD) class is the one which brought George Washington High School up to magnet status. Students sit in front of sophiscated color monitors manipulate keyboard and mouse, drawing, erasing, and flipping lines quickly. Learning in these computer classes differes from the other basic courses. After a brief introduction to computer functions, students learn by doing. In the CAD class for example, the students progress throguh various workbook tasks at their own pace. The teacher roams the room coaching and troubleshooting.

A Spanish teacher at George is the only "academic" teacher who regularly uses computers. Every other Monday, Sue Lashinsky leads the Spanish class from her traditional classroom to a computer lab, hands the students disks, tells them what to type on the keyboard, and has them work independently on review programs.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Drill and practice
Tools
Simulation

TOOL FOCUS INFORMATION:

Student Development
- Graphics
- Wordprocessors

Student Presentation
- Graphics

GENERAL FIELD OF STUDY: Art

SUBJECT: Graphics/Commercial Art

Their Computer-Aided-Design (CAD) class is what gave George Washington its magnet school status. Students sit in front of sophicated color monitors manipulate keyboard and mouse, drawing, erasing, and flipping lines quickly.

GENERAL FIELD OF STUDY: Business / Economics

George Washington's Business Computers class utilizes a software program called DrawPerfect todesign brochures and

newspaper ads.

GENERAL FIELD OF STUDY: Foreign Language
SUBJECT: Spanish
Spanish teacher Sue Lashinsky was the only "academic" teacher during the 1991-1992 school year to regularly use computers. Every other Monday, she leads her classes from her traditional classroom to the computer lab, hands the students disks, tells them what to type on the keyboard, and has them work independently on review programs.

GENERAL FIELD OF STUDY: Mathematics
Occationally, computers are used to show graphs inmath classes at George Washington.

GENERAL FIELD OF STUDY: Science
SUBJECT: Biology
Occationally, computers are used in biology classes at George Washington to show graphs.

SUBJECT: Physics
Physics classes occationally use a flight simulator.

SCHOOL: Giddings Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Washington DC,
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Giddings Elementary School is involved in an interdisciplinary project with a nearby elementary school and the National Zoo and Smithsonian Museum entitled "Who Lives and Works at the Zoo." The curriculum provides and interdisciplinary

experience in science, language arts, fine arts, and communications. Teams of 3-6 grade students produce Hypercard Stacks and multimedia presentations. Student work is exhibited at the zoo using a Macintosh interactive multimedia program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computer in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia
Hypercard Stacks

GENERAL FIELD OF STUDY: Art

GENERAL FIELD OF STUDY: Communications / Mass Media

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Science

SCHOOL: Ginnings Elementary School

D. NAME:

LAST: Gonzalez FIRST: Carol
SAL.: Ms. TITLE:

STREET: 820 Sun Valley CITY: Denton, TX
ZIP: 76201

EMAIL:
PHONE: (817)387-3848 EXT.:
FAX: PRIN.:

SOURCE: Dr. Teddy Plamore 2'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Ginnings Elementary School has an electronic laboratory withJosten's Learning System for remedial Reading and Mathematics students.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: Mathematics
SUBJECT: Learning Disabilities

GENERAL FIELD OF STUDY: Special Education
SUBJECT: Reading

SCHOOL: Glenbrook North High School

D. NAME: Glenbrook North High School District #225

LAST: Reed FIRST: Marcy
SAL.: Ms. TITLE: Special Education Teacher
STREET: 2300 Shermer Road CITY: Northbrook, IL
ZIP: 60063
EMAIL:
PHONE: (708)509-2400 EXT.:
FAX: PRIN.: Dr. Michael McClennan

SOURCE: NSBA Newsletter September'92, p. 6

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Special Education teacher Marcy Reed uses technology in her instruction.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Special Education
Special Education students in Marcy Reed class view technology as a priviledge. They are encouraged that she thinks they are smart enough and trusted enough to use the expensive technology equipment.

SCHOOL: Glenbrook South High School

D. NAME:

LAST:	McConnell	FIRST:	John W.
SAL.:	Mr.	TITLE:	Instructional Supervisor
STREET:		CITY:	Glenview, IL
ZIP:	60025		
EMAIL:			
PHONE:	(708)729-2000	EXT.:	
FAX:	(708)729-0310	PRIN.:	

SOURCE:

SCHOOL TYPE:	3	PLAN (Y/N):	N

DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Glenbrook South High School has funneled their technology budget into their technology-intensive mathematics lab.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
MATH LAB: 16 NeXT computers, 25 Apple Macintosh IIsi and SE/30 computers, Macintosh Quadra computer that manages the Macintosh network, a 12 foot low-tech homemade seesaw (math department). These computers are interconnected and linked to other computing sites in the school building through an Ethernet backbone--a high speed electronic data network that links users and makes software used in various subject areas available on each computer.

RESOURCES PROFILE:
FUNDING: Glenbrook's $125,000 start-up budget for the math lab covered equipment, software, furniture, and facility remodeling. A $40,000 annual budget covers equipment updates and supervision which is provided by two instructors, who split the lab's 7-am to 5-pm day. The funds are pulled from a district budget that allotted each school $500,000 to spend on technology for the 90-91 and the 91-92 school year.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Problem Solving
Simulation
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Graphics

GENERAL FIELD OF STUDY: Mathematics

Technology provides a critical link among the various instructional modes. The 12-foot homemade seesaw helps students with indirect measurement. Applications of high-powered symbolic processing software (Mathematica from Wolfram Research, Inc.) direct coruse content away from simple manipulation of equations toward more meaningful useof functions and graphs--the major problem solving tools in mathematics. Teachers encourage students to work on problems that require deeper thought than typical textbook questions.

Teachers require students to report on their problem explorations and solutions in written narratives which forces them to think deeply about their math work. Students use wordprocessing programs at the same workstations where they plot graphs, students integrate text and pgraphics in reports that figure into their course grades.

Math teachers planned to connect math students nationwide someday in colaborative mathematics projects conducted on-line, via computer and modem in real time. Teachers are working with Chicago State University and Argonne National Laboratory to enlist teachers and students to use Mathematica to create models of collaborative online projects. During 1992-93 schoolyear, Argonne, CSU, and Glenbrook prepared a computer-intensive mathematics curriculum to be used for algebra and precalculus courses at CSU. An elaborated version formed the backbone for an innovative modified mathematics track at Glenbrook and started with selected freshman fall 1992.

VISION: Math teachers at Glenbrook South are trying to move the math curriculum away from the didactic teaching of high school mathematics in a direction that merges concrete activities, pictorial representation, symbolic expression, and synthesis of math concepts through writing-all for the sake of making math more meaningful and accessible to more students.

SUBJECT: Algebra

Advanced algebra students use the seesaw for an experiment that explores indirect measurement. Groups set mystery boxes on the end of the seesaw and compare the boxes' weight to a 10 lb. weight at the other end. Students also use the science equipment in the school's technology lab to measure the speed of a heavy object dropped 7 feet.

SUBJECT: Geometry

Geometry students at Glenbrook South use "GeoExplorer"

software from Scott Foresman to create figures and measurements that lead them to conjetures about geometric properties. The computer work parallels activities with physical objects, straight edges, rulers, compasses, and protractors--all low-tech tools that students learn to use before, and continue to use after, they learn to use the computer software.

GENERAL FIELD OF STUDY: Science

SUBJECT: Physics

In beginning physics classes at Glenbrook South, students connect a sonar distance sensor to a computer to measure the distance of a moving body--a student's own--from the computer. The student's task is to move at such speed that the plot of his or her distance from the computer as a function of time matches a specified graph on the screen. This teaches students about independent variables.

SCHOOL: Glover Middle School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Spokane, WA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Glover Middle School offers its 7-8 graders an interdisciplinary curriculum which integrates science, social studies, and language arts into a curriculum in which students are scientists, researchers, and publishers--all under a theme of the Life Cycle. Student teams work with technical advisors from the US Dept of Interior, Washington Water and Power, Cox Cable, Eastern Washington University, and various social service agencies.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computer in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

GENERAL FIELD OF STUDY: Science

GENERAL FIELD OF STUDY: Social Studies

SCHOOL: Goodwood Elementary School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Baton Rouge, LA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Goodwood Elementary students collaborate with engineers from local business community and faculty at Louisiana State University to conduct experiments in heavy construction desgin and building techniques. The program, called "Building the Gap," was planned for 1992.

ORGANIZATIONAL PROFILE:

Building the Gap: is a collaborative effort between pre-engineering college students, elementary students, high school students, and the local engineering community. Students assume roles as project engineers, use computers to conduct experiments, create constructions, and develop multimedia presentations.

TECHNOLOGY PROFILE:

Students at Goodwood use computers and multimedia technologies.

RESOURCES PROFILE:

FUNDING: Goodwood received $5000 from Apple Computers in 1992 to support the non-computer aspects of the Building the Gap project.

SUPPORT: The school works with Exxon, Louisiana State University School of Eduation, and Enginers.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Students use computers to conduct experiments, create constructions, and develop multimedia presentations.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Development
    Multimedia
Student Presentation
    Multimedia

GENERAL FIELD OF STUDY: Engineering

Goodwood Elementary students use computers to work with high school students, pre-engineering college students, and local engineers to conduct experiments in heavy construction design and building techniques.

SCHOOL: Governor's Magnet Sch. for the Arts

D. NAME: Norfolk City School District

LAST: Allen FIRST: John E.
SAL.: Dr. TITLE: Director

STREET: c/o OldDominionUniversity CITY: Norfolk, VA
ZIP: 23529-0556
EMAIL:
PHONE: (804)451-4711 EXT.:
FAX: PRIN.: Dr. John E. Allen

SOURCE: Suzanne Walker 6'93

SCHOOL TYPE: 3 PLAN (Y/N): N
DISTRICT WIDE: N SCHOOL BASED: Y
CLR BASED: Y STUDENT BASED: Y
MEDIA CENTER: N STAFF DEVELOP.: N
ASSESSMENT: N NETWORK (Y/N): N
MATERIALS: N

BRIEF DESCRIPTION:
Advanced technology is use in the arts curriculum at the Governor's Magnet School of the Arts, a secondary school.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Art

SCHOOL: Graytown Elementary School

D. NAME: Benton-Carroll-Salem School District

LAST: Ihnat FIRST: Carol
SAL.: Ms. TITLE: District Technology Coordinator
STREET: 1661 North Walker Street CITY: Graytown, OH
ZIP: 43432
EMAIL:
PHONE: (419)862-2082 EXT.:
FAX: PRIN.:

SOURCE: Carol Ihnat, 9'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Graytown has classroom computers, a networked Macintosh computer lab, laserdisc technology, and is waiting to have their library automated.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Graytown has 13-station IIe lab that is due to be replaced in 1994 with a Mac LC networked lab. All classrooms have either Apple IIe or IIgs computers. Laserdisc technology enhances the science curriculum. The library was slated for automation in 1993 using Alexandria on Macintosh computers, but are waiting for the shelf list to come back from data conversion.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Science
The science curriculum at Graytown is often enhanced with laserdisc technology.

SCHOOL: Grizzly Hill Millde School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Nevada City, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Grizzly Hill Middle School offers an interdisciplinary environmental project to its 7-8 graders called Earth Views. Students incorporate science, social studies, math, language arts, and computer science using simulation software, satellite imagers, and ground truthing to gain environmental and scientific understanding. The local watershed agency helps with the ground truthing of digital maps. The Biodiversity Institute shares technical resources and assists with research, planning, and evaluation.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computers in 1989 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools
Simulation

TOOL FOCUS INFORMATION:
Student Development
Graphics

GENERAL FIELD OF STUDY: Computer Science / Technology

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Mathematics

GENERAL FIELD OF STUDY: Science

GENERAL FIELD OF STUDY: Social Studies

SCHOOL: Grosse Ile High School

D. NAME: Grosse Ile Township Schools

LAST:	Mannu	FIRST:	John
SAL.:	Mr.	TITLE:	
STREET:	23270 East River Road	CITY:	Grosse Ile, MI
ZIP:	48138		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NIFE images in action p14

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Grosse Ile is connected to the "Connections: The Cross-District Classroom"--which is a network of databases and telecommunications systems tied together by a coordinated curriculum among four high schools. This multidisciplinary program is three teachers' attempt to bridge the chasm

between disadvantaged and affluent schools.

Students at Grosse Ile come comprise a challanging patchwork of diverse racial, ethnic, relisious, socioeconomic and political groups.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Each "Connections" classroom is equipped with student research, production and communications centers, which provide the means for students to develop joint projects. Teleconference technology, computers, CD-ROM, interactive video, databases, modem, camcorder, facsimilie are also available to Grosse Ile students.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

Teleconferencing and facsimilie are used to connect students and are used by teachers for planning, curriculum development and coordination.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The "Connections" project creats a model of the teacher's role as curriculum designer, co-learner, and facilitator, while fostering the role of the student as worker, researcher, communicator, peer-teacher, and creative problem-solver.

FACILITIES PROFILE:

ACCESS INFORMATION:

- E-mail

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools
- Simulation

TOOL FOCUS INFORMATION:

- Student Research
  - Telecommunications
- Student Presentation
  - Multimedia

GENERAL FIELD OF STUDY: Multidisciplanary

Grosse Ile School is one of four schools participating in the multidisciplinary project "Connections: The Cross District Classroom" -- which is a network of databases and telecommunications systems tied together by a coordinated curriculum among four high schools.

Students work together in teams to investigate and share information on their social, political and cultural environments. In cross district teams they identify such focus topics as human rights, world health, education, the environment, and global distribution of wealth.

The teams then research and analyze these issues, explore possible solutions, and work across district lines to develop a comprehensive action plan. They communicate by means of on-line telecommunications, telephones, fax, and mail. The teams take part in a high tech conference where they meet with experts and leaders in business and industry to perfect their plans. Aided by multimedia technologies, student teams then present and defend their action plans in an interdistrict forum attended by invited experts from business, industry, universities, and social organizations.

SCHOOL: Grove Creek High School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Box Elder, VT
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Grove Creek High School exposes its students to additional courses through distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Distance learning

SCHOOL: Groves High School-Sci & Technology

D. NAME:

LAST:	Klein	FIRST:	Len
SAL.:	Mr.	TITLE:	
STREET:	20500 West Thirteen Mile	CITY:	Beverly Hills, CA
ZIP:	48025		
EMAIL:			
PHONE:	( )433-8700	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Sylvia P. Whitmer

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Groves High School of Science and Technology participated in a 3 year language arts implementation project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English / Langauage Arts

SCHOOL: Hale Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Stow, MA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Hale Middle School makes use of collaborative learning and interdisciplinary science simulation programs which use computers as lab partners for students.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation
Tools

GENERAL FIELD OF STUDY: Science
Students use computers as lab partners in science projects, to conduct simulations and experiments, and to allow themselves to investigate and collaborate on projects.

SCHOOL: Hall Fletcher Elementary School

D. NAME: Ashville City Schools

LAST:	McDaniel	FIRST:	Willie
SAL.:	Mr.	TITLE:	Principal
STREET:	60 Ridgelawn Avenue	CITY:	Asheville, NC
ZIP:	28806		
EMAIL:			
PHONE:	(704)255-5371	EXT.:	
FAX:		PRIN.:	Willie McDaniel

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
By 1992, Hall Fletcher School has a configuration with three Macintosh Computers in every classroom.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

SCHOOL: Hally Middle School

D. NAME: Detroit Public Schools

LAST:	Childress	FIRST:	Constance D.
SAL.:	Ms.	TITLE:	
STREET:		CITY:	Detroit, MI
ZIP:	48227		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2, p. 831 March 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Computers have been incorporated into some curricula at Hally Middle School and have proven benefitial in combatting the inner city environment of extreme gunfire and violence which kills many youth in Detriot. Hally has begun the ORBIT program (Opportunities for Realizing Better Ideas through Technology) which is geared for selected students in grades 6-8. It seeks to teach them how to make choices that will ease the tensions created by violence in their homes and communities.

The students are motivated to learn because they like the challenge and are interested in learning to use and master the computer and its programs. Computers also provide these inner city students practice in positive behavior as students learn to share their findings and expertise with other students and with their teacher.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

HyperCard and QuickTime computer applications.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
The multimedia approach to problem construction and problem solving used at Hally Middle is based in the computer applications of Hyper Card and QuickTime. Students write narrative scripts describing real or hypothetical violent situations, discuss positive and negative outcomes in cooperative learning groups, videotape role playing and develop interactive programs with these two programs. By using technology, student interest in learning is stimulated, self confidence is built, and students are empowered to become skilled decision makers.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Hypercard Stacks

SCHOOL: Hampton High School

D. NAME: Hampton Public Schools

LAST:	Thomas	FIRST:	Richard
SAL.:	Mr.	TITLE:	Principal
STREET:	1491 West Queen Street	CITY:	Hampton, VA
ZIP:	23669		
EMAIL:			
PHONE:	(804)825-4430	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The library at Hampton High School has an online library card catalogue.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Harmony School

D. NAME:

LAST:		FIRST:	
SAL.:		TITLE:	
STREET:	909 East 2nd Street	CITY:	Bloomington, IN
ZIP:	47401		
EMAIL:			
PHONE:	(812)334-8349	EXT.:	
FAX:		PRIN.:	

SOURCE: Carole Novak 12/93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Harmony School, a private K-12 school, was slated to join the Indiana Partnership Network in September 1993, a model project designed to bring the advantgages of advanced communication technology to education, economic development, and healthcare to two counties. Partnership Netowrk is an interactive video network that planned to have the following linked together buy September 1993: seven Indiana schools, Indiana University, and Indiana Vocational Technical college in Bloomington.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
NETWORK: The state network enables more than 5500 students and 250 teachers at the rural and urban schools to conduct joint classes and share ideas, to take classes at Indiana University and Ivy Tech, and to take "electronic" field trips.

RESOURCES PROFILE:
FUNDING: Indiana Bell and Smithville Telephone Company joined together to sponsor the Partnership Network. Smithville is calling the education portion of its fiber optic network BETT, the Better Education Through Technology Network.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Connections to the network allows students at Harmony School to take electronic field trips to sites such as the Indianapolis Childrens Museum and the Indianapolis Zoo without leaving their classrooms.

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Distance learning
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications

SCHOOL: Hattie Cotton Elementary School

D. NAME: Nashville Metropolitan Schools

LAST:	Carver	FIRST:	Marlete
SAL.:	Ms.	TITLE:	
STREET:	1033 West Greenwood Ave.	CITY:	Nashville, TN
ZIP:	37206		
EMAIL:			

PHONE: (615)262-6667 EXT.:
FAX: PRIN.:

SOURCE: Teresa Secules 12'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Hattie Cotton Elementary classrooms are connected to SMART challenges that allow students to test their mettle about problem solving and compare their answers with others in the Nashville learning community. Sixth graders are working on an in-depth muldisiciplinary research project on colonizing Mars.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
In the 6th grade science project on MARS, sixth grade students use 10 networked computers, a printer, optical scanner, laser disk player, MacCSILE software, and the Jasper Woodbury Problem Sovling Series laser disc. Classrooms are also linked by cable to SMART challenges. This classroom is also networked through a wide area network with classrooms which share a similar philosophy in Oakland, Palo Alto, and Toronto.

RESOURCES PROFILE:
Classroom startup is supported by Vanderbilt University through grants from the James S. McDonnell Foundation and Nashville's First American Bank.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools
Problem Solving

TOOL FOCUS INFORMATION:
Student Development
Laserdisc
Digital / optical

GENERAL FIELD OF STUDY: Multidisciplanary

Groups of sixth grade students at Hattie Cotton do in-depth research on major scientific problems (eg. the challenge of researching and colonizing Mars). Students use reciprocal teaching in collaborative groups to read difficult authentic materials. MacCSILE software then assists groups in organizing their research notes in text notes for future publication of a research paper. Through discussion notes the MacCSILE network promotes written student reflection and discussion throughout the curriculum in science, social studies, and literature topics related to each other through deep principles (the Mars topic relates to science thorugh the solar system and social studies through past colonization efforts).

Laser discs of the Jasper Woodbury Problem Solving Series provide additional real life context for complex mathematical problem solving that is also relevant to the Mars topic.

SCHOOL: Heim Elementary School

D. NAME: Williamsville Central Schools

LAST:	Poeller	FIRST:	Robert
SAL.:	Mr.	TITLE:	
STREET:	155 Heim Road	CITY:	Williamsville, NY
ZIP:	14221		
EMAIL:			
PHONE:	(000)626-8686	EXT.:	
FAX:		PRIN.:	

SOURCE: NSBA respondant

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N

MATERIALS: Y

BRIEF DESCRIPTION:
Schoolwide publishing is done in the classroom, Language Arts Center, and Computer Lab. All students work in each of the three sites throughout the year. This approach provides a natural way to integrated technology and language arts.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Publishing is done on both the Apple II and Macintosh platforms using tool software such as KidWorks 2 and Children's Writing and Publishing.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Desktop publishing

GENERAL FIELD OF STUDY: English / Langauage Arts
Technology has been integrated into the language arts curricula at Heim Elmentary School by offering schoolwide publishing in the classroom, the language arts center, and the computer lab. All students work at each site throughout the year.

SCHOOL: Hemingway Elementary School

D. NAME:

LAST: Thode FIRST: Terry
SAL.: TITLE:

STREET: PO Box 298, 1201 Campus CITY: Ketchum, ID
ZIP: 83340

EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: NFIE images for action p18

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

In rural Idaho, students at Hemingway Elementary come from all income level families, are primarily Caucasian, with a growing percentage of Hispanic students. All 400 students have an opportunity to learn about technology and hone critical thinking and problem solving skills in the school's hands-on TECH room. They spend one class period per week working with such technologies in the TECH room.

Direct involvement with parents and those outside the education sector is extensive in this innovative program. Not only do they manage fundraising activities, but up to 40 parents and community members serve as resource speakers and volunteers for the program each year.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Macintosh SE, Apple IIe, and Amiga computers; CD-ROM player; facsimile, modem, VCR, digitizer, lasers, robots, camcorders, MIDI, satellite dish, commercial databases, communications satellites.

The school's TECH room (Technology Education Center at Hemingway) is a classroom which has been converted into various technology learning centers--a darkroom facility, computer lab, sound room, kitchen/chemistry center and an exploratorium loft area.

RESOURCES PROFILE:

FUNDING: parents help to manage fundraising activities for Hemingway.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Students utilize the various technologies accessible to them to solve both hypothetical and real-world problems. By coordinating curriculum with teachers throughout the school, simulation activities can challange students to expand what they are learning in other classes. This results in some startling transformations of humanities, math, communications, science, and environmental curricula. Students learning geography, for example, study the communications satellites in the Clarke Belt, learn how geosynchronous orbits work, then determine continents in each satellite's footprint area.

Students work independently and in groups and often take projects home to enlist their parents' assistance in such activities as product testing and model building.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Distance learning
- Laser Disc
- VCR
- Camcorder

INSTRUCTIONAL STRATEGY INFORMATION:

- Problem Solving
- Tools

TOOL FOCUS INFORMATION:

- Student Research
  - Telecommunications
  - Databases
- Student Development
  - Robotics
  - Laserdisc
  - Camcorder

GENERAL FIELD OF STUDY: Social Studies

SUBJECT: Geography

Hemingway students learning geography study the communications satellites in the Clarke Belt learn how geosynchronous orbits work, then determine continents in each satellite's footprint area.

SCHOOL: Henry Clay Elementary School

D. NAME: Hanover County Public School District

LAST:	Bray	FIRST:	Becky
SAL.:	Mrs.	TITLE:	
STREET:	South James Street	CITY:	Ashland, VA
ZIP:	23005		
EMAIL:			
PHONE:	(804)752-6018	EXT.:	
FAX:		PRIN.:	

SOURCE: Carol Urbansok-Eads '92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Henry Clay Elementary School has Writing to Read programs for its 2nd grade curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Hickory Grove Elementary School

D. NAME:

LAST:	Simms	FIRST:	Jan
SAL.:	Ms.	TITLE:	
STREET:	1080 Frankel Lane	CITY:	Bloomfield Hills, MI
ZIP:	48302		
EMAIL:			

PHONE: (313)339-3350 EXT.:
FAX: PRIN.:

SOURCE: Interface newsletter winter 1992

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
At Hickory Grove Elementary School third grade students exchange information over computer network with senior citizens. Student ask their seniors about their lives and compose a biography based solely on the information they receive back electronically. They put together a book using graphics to illustrate themselves for its back cover and incorporate maps from their geography lessons within its text.

ORGANIZATIONAL PROFILE:
RATIONALE: Because there are so many single parent families where children never seeing their grandparents, students at Hickory Grove have close contact with the older members of their community as a result of the school's telecommunication project.

TECHNOLOGY PROFILE:
Students use telecommunications, computers, graphics, and modems.

RESOURCES PROFILE:
FUNDING: When the intergenerational telecommunications project began, students were frustrated at the slow responses they received from their seniors. When they realized it was not due to lack of interest, but to a lack of adequate phone lines, students held numerous fundraisers at school to raise enough money to have a dedicated phone line installed expressly for the seniors use.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Jan Simms, coordinator of this telecommunications project, incorporates telecommunications and electronic bulletin boards to find subject matter

for a writing assignment.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Student Development
Telecommunications
Graphics

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

Hickory Grove offers its students the opportunity to exchange information with local senior citizens using telecommunications and a computer network.

The project is a direct result of an intergenerational computer project with local senior citizens. Both parties gain hands-on experience with computer technology while getting to know each other as well. Such contact has developed into an interesting and rewarding class project, writing senior citizens' biographies.

A school building in Bloomfield Hills houses a dropin center for senior citizens and has a computer and a modem available for their use. The third graders are paired with a senior citizen and they use their classroom equipment to post questions for their senior on the lansing bulletin board. The seniors post answers in the same way. Students creat a biography of the senior's life based solely on information exchanged over the network.

After compiling the necessary information, students compose and illustrate a biography of their senior. They incorporate maps from their geography lessons and produced graphics of themselves for the back cover.

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: High Meadow Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: New Platz, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairsNews Spring 91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

High Meadow Elementary School received a small grant from Apple in 1991 to study environmental issues in their community. They explored the agriculture of the Hudson Valley. Part of the motivation for these studies is the setting of the school which is a working farm. These elementary students will be keeping a journal of their project as well as developing a Hypercard stack of their work.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Hypercard Stacks

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

SCHOOL: High Technology High School

D. NAME:

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Marlboro, NJ

EXT.:
PRIN.:

SOURCE: RRTE vol 2 p. 761

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
High Technology High School is located on the Brookdale Community College campus, for a student body of 180 students in grades 10-12. It opened in 1991. The students have access to the colleges newly constructed state-of-the-art Advanced Technology Center which opened in 1990.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Highland Park Community High School

D. NAME: Grosse Ile Township Schools

LAST:	Sullivan	FIRST:	Jerome
SAL.:	Mr.	TITLE:	Learning Tomorroe Program Coord.
STREET:	23270 East River Road	CITY:	Grosse Ile, MI
ZIP:	48138		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NIFE Images for Action p14

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Highland Park's 1000 economically-strapped, mostly African American students are connected to the "Connections: The Cross-District Classroom" -- which is a network of databases and telecommunications system tied together by a coordinated curriculum among four Grosse Ile high schools. This multidisciplinary program is three teachers' attempt to bridge the chasm between disadvantaged and affluent schools--to link inner-city and outer-suburb students.

Highland Park was also one of the first participants in the National Foundation for the Improvement of Education's Learning Tomorrow project, which was developed in the late 1980s to stimulate school restructuring through innovative use of technology. Through this grant, Highland Park receives funding and support and valuable telecommunications connections.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Each Connections classroom is equipped with student research equipment, production, and communications centers, all of which provide the means for students to develop joint projects. Teleconference technolgy, computers, CD ROM, interactive video, databases, modem, camcorder, and facisimilie are also available to Highland

Park students.

RESOURCES PROFILE:
Highland Park received a relatively small Learning Tomorrow grant, a $600 recognition grant, which dosen't begin to cover the $40,000 for infrastructure and $2000 yearly maintenance and transportation costs.

ADMINISTRATIVE USES OF TECHNOLOGY:
Teleconferencing and facsimilie are used to connect students at different high schools and are used by teachers for planning and curriculum development and coordination.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
The Connections project remodels the teacher's role into a curriculum designer, co-learner, and facilitator while also fostering the role of the student as worker, researcher, communicator, peer-teacher, and creative problem-solver.
Highland Park students communicate with students at Grosse Ile High School to work toghether on research projects daily or weekly, and meet in person five or six times a year.

FACILITIES PROFILE:
Highland Park spent $40,000 on establishing its new infrastructure.

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools
Simulation

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
CD ROM
Databases
Student Presentation
Multimedia

GENERAL FIELD OF STUDY: Multidisciplanary
Highland Park is one of four schools

participating in the multidisciplinary project "Connections: The Cross District Classroom"--which is a network of databases and telecommunications systems tied together by a coordinated curriculum among four diverse high schools. It is an attempt to connect inner city urban students with rural and surburban students. Students work together in teams to investigate and share information on their social, political, and cultural environments. In cross district teams, they identify such focus topics as human rights, world health, education, the environment, and global distribution of wealth.

The teams then research and analyze these issues, explore possible solutions, and work across district lines to develop a comprehensive action plan. They communicate by means of online telecommunications, telephones, fax, and mail. They "talk" daily or weekly and meet five or six times a year. The teams take part in a high-tech conference where they meet with experts and leaders in business and industry to perfect their plans. Aided by multimedia technologies, student teams then present and defend their action plans in an inter-district forum attended by invited experts from business, industry, universities, and social organizations.

SCHOOL: Highland Park Magnet Elementary Sch

D. NAME: Roanoke City Schools

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SOURCE: MERC Case Studies Report 3'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Highland Park Elementary School is a model magnet PK-5 school which has been identified as a National Blue Ribbon School for Excellence for the 91-92 schoolyear. It opened in 1990 and serves a population of 321 students, 49% of whom are on free or reduced lunch. It is equipped with a broad range of learning technology and is designed to provide a full technology immersion model for its students. There is a mandate on the part of the previous administration to use technology in all phases of instruction.

ORGANIZATIONAL PROFILE:

VISION: that the classroom should become more the focus of technology use rather than continbuing the focus in labs and library media center; that teachers move away from drill and practice focus to use of software that promotes more problem solving, simulation, and critical thinking activities.

PLANNING: While extensive planning for the magnet school and a dynamic program of studies was conducted prior to opening in 1990, there seems to be much planning ongoing as of 1993. Major planning at the district level is taking place and will continue to impact Highland Park.

IMPLEMENTATION: There was a mandate to integrate technology into all phases of instruction, which created stress for the faculty. The time requirement was removed and stress lessoned, but there was a reduction in overall use of computers in instruction.

The principal feels that the school's faculty was faced with too much too soon relative to all the technology and new model school programming. In 1993, he maintained the least restrictive environment for learning while at the wsame time strives to see more critical thinking and multimedia use throughout the curriculum.

There is an attempt to see that all teachers at Highland Park are successful in their program and involved in cooperative decision making. It appears that the original magnet model has suffered from administrative changes and high turnover of faculty in the school. By 1993, only six of the orignial 30 faculty remained.

The library media specialist has been and continues to paly a major role in technology leadership.

NEEDS: more dependible equipment, technical assistance, time and money to venture into newer

technologies.

TECHNOLOGY PROFILE:

PROBLEMS: Technology upgrades are much needed at Highland Park, especially in student workstations, network infrastructure, software, and multimedia equipment. The school needs more state-of-the-art hardware and software. In 1993, there were major changes in the configuration of network servers on the LAN planned for the near future.

INVENTORY: Each classroom is equipped with closed circuit television, UHF public television, and satellite reception capability. Viewing is done on a large screen VCR/monitor compbination unit on a mobile stand.Each classroom also has 2-4 Apple IIGS computer systems conficured in a cluster arrangement. All classroom student computers are networked to a school LAN using Appleshare--the standard MECC collection is the primary software resource. Each teacher's desk has a networked Macintosh computer so they can have e-mail using Appletalk LAN.

The media center is equipped with the following: a desktop publishing area featuring two Macintosh IIcx computers, two laser printers, and Apple Scanner, two CD ROM database access stations, four DuKane listening/slide/tape stations, two level-I videodisc/monitor workstations, the hub of the school's multi-fileserver LAN, a UHG and satellite antenna system for schoolwide distribution of instructional television, closed circuit television broadcast capability to all classrooms, a mobile videodisc and monitor (level III capability) is available for checkout, several LCD/overhead projection checkout units, a large screen monitor. Software: PageMaker, Compton's Electronic Encyclopedia, World Atlas, Windows on Science, Bank Street Writer, Oregon Trail, Lewis and Clark Slept Here, and Appleworks.

The media center schedules 24 classes a week into the library and is opened two periods each day for research/use by students.

Both art and music classrooms have computers, yet they are not used much.

RESOURCES PROFILE:

TRAINING: When the school selected staff for this magnet school, they all went through a full year of staff development programs to enable them to better serve the magnet model and utilize

technology as a tool. Teachers are exposed to a proactive approach to staff development in a variety of educational technology areas with a focus on instructional.

ADMINISTRATIVE USES OF TECHNOLOGY:

Each teacher's workstation is networked to AppleTalk LAN. They use e-mail, enter attendance data, lunch counts, and lessong plans to network software/files. These Macintosh computers are available for home loan and are highly valued by staff for personal productivity uses.

Speical Education teachers value their personal workstations and cite a personal time savings of 3-4 hours for each IEP contructed using special software.

Administrators use desktop publishing software to produce school communications such as a newsletter and a calendar.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The instructional program at Highland Park is focused on a thematic approach using a more traditional mastery assessment model for student evaluation and reporting. Technology is viewed as a safety net in the instructional program rather than being used to stimulate instruction. Computers in classrooms are used mostly in a drill and practice mode utilizing the MECC software collection. Some collaborative teaching and cooperative learning using the technology is evident. Students use electronic research tools like CD ROM and videodisc courseware.

Once a week, a fourth grade teacher coordinates students presentation of a ten minute news format program on the school's closed-circuit television system.

The ILS lab is used for group instruction on keyboarding using the Jostens keyboarding program. It is used as a safety net for basic skills instruction.

FACILITIES PROFILE:

ACCESS INFORMATION:

- Teacher checkout
- Classroom Computer(s)
- School-wide network
- E-mail
- Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Distance learning
- Instructional TV
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Drill and practice

TOOL FOCUS INFORMATION:
- Student Research
  - Databases
  - CD ROM
- Student Development
  - Desktop publishing
  - Wordprocessors
- Student Presentation
  - Camcorder
  - VCR

GENERAL FIELD OF STUDY: English / Langauage Arts

SUBJECT: Writing

Teachers use various software programs to support their writing process instruction. Language arts textbooks are not used in the traditional fashion. Other teachers do not see the value of such programs and do not utilize computers at all.

GENERAL FIELD OF STUDY: Science

The science classroom does not use computer interface devices with related software, but does have access to the schoolwide LAN with several Apple IIGS computers. It also has one laser printer and a level one videodisc unity.

GENERAL FIELD OF STUDY: Special Education

A dedicated Apple IIGS (Appleshare) lab is used during the day for basic skills instruction/remediation utilizing the Jostens ILS system. Grade 2-5 classes are the primary users of the system as students spend 20-30 minutes a day on a class rotational basis. Students with remedial needs are often sent to this lab on an individual basis. Upper elementary students use this lab as a class and individually for remediation on a daily basis. Both ED and LD teachers find a significant role for computers in their instructional strategies.

SCHOOL: Hinsdale Central High School

D. NAME:

LAST: Diehl FIRST: John

SAL.: Mr. TITLE: Teacher

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EMAIL:
PHONE: EXT.:
FAX: PRIN.: John Brunsting Math Teach
SOURCE: ILcalculator workshop pamphlet 8'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The math curricula at Hinsdale Central High School specializes in using calculators in class.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Math students use C2PC and C3E calculators.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Calculators

TECHNOLOGY FOCUS INFORMATION:
Calculators

INSTRUCTIONAL STRATEGY INFORMATION:
Tools
Drill and practice

GENERAL FIELD OF STUDY: Mathematics
Math students at Hinsdale Central High School utilize calucaltors in their coursework. Math Teacher John Brunsting has led many AP Calculus conferences, is an AP grader, and is a member of the AP Test Development Committee. Math teacher John Diehl is a national C2PC and C3E instructor and an author of an Algebra II Calculator Workbook.

SCHOOL: Hobson Public School

D. NAME: Hobson Public Schools

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FAX:		PRIN.:	

SOURCE: RRTE p. 725-727, March 1993

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Students at Hobson Public School corresponded electronically with students at Box Elder School in Montana and Taft Middle School in Boston Massachusettes in a 1992 project to enhance diversity by tuilizing telecommunications. These Hobson students represent the traditional white, homogeneos, isolated rural agricultural community. This project initiated contact between these three sets of students using telecommunications technology as the means for sharing their lifestyles and experiences.

ORGANIZATIONAL PROFILE:

PROJECT: This colation provides an opportunity to both talk about differences in culture and lifestyles, and to gain the rewards of building knowledge from relationships with others. Hobson students send messages to Native American students at Box Elder School in Montana and Taft Middle School in Boston Massachusettes through the use of K12NET (FIDONET) and the INTERNET. Classroom teachers manage the exchange between these students and guide the discussions and classroom work to take advantage of the intracurricular opportunities such exchanges provide.

Project GOALS for students: to understand more fully the differing cultures and environments in which students live; to conduct

curricular projects in science, social studies, and technical education; and to create a curriosity and desire to continue to communicate and learn with those of differing cultures and locations.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Student Communication
E-mail
Telecommunications

SCHOOL: Holsenbeck Elementary School

D. NAME:

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SOURCE: NSBA 1993 schedule

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N

MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: N

STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
Holsenbeck Elementary School uses technology to enhance their reading curriculum. Teacher Diane Burnette gave a lecture at the 1993 NSBA Conference entitled: Appropriating Technology to Enhance Elementary School Students Self Selected Reading.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

SCHOOL: Homewood-Flossmoor High School

D. NAME: Public School District #233

LAST: Jones
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CITY: Flossmoor, IL

EXT.:
PRIN.:

SOURCE: NSBA mailing list name for district

SCHOOL TYPE: 3
DISTRICT WIDE: N
CLR BASED: Y
MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: Y

PLAN (Y/N): N
SCHOOL BASED: Y
STUDENT BASED: N
STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
The Electronic Art program at Homewook-Flossmoor High School

utilizes computers and other electronic technologies to enhance the traditional art curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

ART: art students "paint" electronically using an electronic camera and color scanners to import and manipulate imagery. The electronic art class meets in a 30-station Mac LC lab. They also have Mac IIci computers. SoftWare: ColorIt, Adope Photoshop, ComputerEyes, Aldus Gallery Effects, Adobe Photoshop, ComputerEyes, Pixel Paint Professional, Aldus Persuasion, Aldus Gallery Effects, and LASER DISCs from the National Gallery of Art and the Louvre.

There is a Crestron monitor system hooked up in every classroom, and plans include accessing the Internet resources.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Technology is utilized to help art students paint electronically, as well as to reinforce, investigate, and research traditional art areas.

FACILITIES PROFILE:

ACCESS INFORMATION:

School-wide network

TECHNOLOGY FOCUS INFORMATION:

Computer
Laser Disc
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Development
Graphics
Hypercard Stacks
Laserdisc

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art

The Electronic Art program at

Homewood-Flossmore High School utilizes computers and other electronic technologies to enhance the traditional art curriculum.

They offer courses such as: Electronic Art, Art Concentration, Art I-IV classes, and Photography. Software used includes: Color IT, Adobe Photoshop, ComputerEyes, Pixel Paint Professional, Aldus Persuasion, Aldus Gallery Effects. They use laser disc collections from the National Gallery of Art, and the Louvre.

In Electronic Art, students import images using a color scanner and an electronic camera. Students use HyperCard programs created by the Art Institute of Chicago to learn about art history. Photography students use a hypercard program on photography to study the parts of a camera, darkroom techniques, and famous photographers.

Plans for the future include hooking Homewood-Flossmoor to the Internet to access the collection of phogographs and information in the collection of the California Museum of Photography.

SCHOOL: Hoover High School

D. NAME:

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SOURCE: EleSch9'93pA21/AppleCommAffNewsF'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Social studies students at Hoover High School use technology to study local history. Other students take advantage of distance learning. In the early 1990s, Hoover was awarded a $5000 Apple

Computer K-12 Education Grant to help put attentionto the needs of its at-risk students, to its innovated multimedia curricula, and to its environmental/global interdependency studies.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: In the early 1990s, Hoover received a $5000 cast Apple Computer's K-12 Education Grant to help focus its attention on its at-risk needs. Funds went towards purchasing software, training staff members, and sending staff to conferences.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Distance learning
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History
Ninth grade social studies students at Hoover use technology and their community as a laboratory for learning how to construct oral, written, and visual histories of San Diego and its people.

SCHOOL: Horace Mann Middle School

D. NAME: Dade County Public Schools

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FAX:		PRIN.:	

SOURCE: Nelson Diaz, Dade County 9'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Horace Mann has a magnet building: The Center for Applied Technology, which has over five hundred computers which are used in every subject area including art, extending their curriculum beyond traditional literacy and programming courses. The program emphasizes the use of computers by all teachers in the instructional delivery process. A variety of applications are accessed via a network data-link with five servers on campus.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Technolgoies: electronic abstracts, encyclopedias, and other modern research tools.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
CD ROM

SCHOOL: Howard Career Center High School

D. NAME: New Castle County Vo-Tech School District

LAST: Kough FIRST: Teresa
SAL.: Ms. TITLE:

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EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1, p. 253

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Howard Career Center is one of three comprehensive vocational-technical high schools in its district. It is located in inner city Wilmington, Delaware and operates as a "choice" school. The majority of the student population is considered to be "at-risk." The school has all instructional areas wired and networked. As a result, the school has been involved in a series of technology-based instructional projects which changed the roles of teachers and students.

ORGANIZATIONAL PROFILE:
PLANNING: In 1989 a task force consisting of 32 business and education leaders met over a 5 month period to develop a strategic operational plan. Based on the analysis of the school population and programs one recommendation was the integration of technology into all program areas as a normal part of the instructional process.
To meet this objective, a teacher training center was donated by IBM. This donation served to be the catalyst for technolgoy adoption at Howard. They expanded the technology inventory and installed the network, and automated the library.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

INTEGRATION: The projects Howard participated in emphasized the integration of technology across the curriculum and the use of electronic information accessing in the library media center. Teachers work in teams and with the technology and media specialists to design units that resulted in more cooperative learning situations, compensation for different learning styles, and the change of the students' roles from passive to active learners.

Teachers are facilitators and coaches. Students are researchers, planners, organizers, and developers. They are called upon to be more creative and imaginative. Assessment methods have also changed to include non-traditional means such as multimedia presentations.

With individual teachers having access to educational technology and with the automation of the library media center, a push was made to encourage technology based instructional projects to integrated instruction across the curriculum. Teams consisting of teachers, the technology specialist, and the library media specialist designed the units--which have become the change agent for technology and curriculum integration throughout the school.

PROJECTS: These projects emphasized the integration of research, electronic information accessing, computer literacy, and writing skills--and authentic assessment was incorporated as well. IBM's Linkwaysoftware program was chosen by the team to facilitate the changes in teachers to coaches and students to active learners responsible for their own learning.

Students worked cooperatively in groups, broke their project into jobs, and assigned tasks to each member.

FACILITIES PROFILE:

To reach all program areas, the buildings were wired with token ring topology and a fiber optic backbone. All instructional areas have received a network drop. The School also added a computerized academic skills center, a computer literacy lab, increased the number of computers in the Information Suystems and Services career program area, and introduced computer based resource technology into the school library.

TECHNOLOGY FOCUS INFORMATION:

Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
LinkWay
Student Research
Databases
Student Presentation
Multimedia

GENERAL FIELD OF STUDY: At-Risk Students' Education

SCHOOL: Hutchinson High School

D. NAME:

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FAX:		PRIN.:	Dr. Mike Wortman

SOURCE: Electronic School, 9/93, p. A48-51

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Located in south central Kansas, Hutchinson High School responded to its high drop-out rate by offering an alternative: the High Tech Classroom lab designed expecially for them. It is open eleven months a year from 7 am to 10 pm. Students also have access to six laptop computers to checkout as well.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The school's high tech lab has 36 Macintosh computers and 10 Apple computers on the school's Mac IIse fileserver. Hutchinson also has videodisc programs, CD-ROM, and scanners.

To serve more students, as of September 1993, this high tech lab serves at-risk students from 7 am to 10 pm eleven months a year. This turns into a rate of serving about 30 students an hour--which is as cost effective as any traditional program. The school purchased six Apple Macintosh PowerBook laptop computers to help students complete homework assignments for the fall semester 1993.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The two high tech classrooms are able to host every required course as a CAI course. Group projects such as publishing a student newspaper and creating multimedia presentations promote collaborative learning.

Students have access to six laptop computers they can checkout to complete homework assignments, and to the technology lab which is open eleven months a year from 7 am to 10 pm.

FACILITIES PROFILE:

ACCESS INFORMATION:
Student checkout
Laptops

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools
Problem Solving

GENERAL FIELD OF STUDY: At-Risk Students' Education

SCHOOL: Indian Creek Elementary School

D. NAME:

LAST:	Gould	FIRST:	Karen
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FAX: PRIN.: Karen Gould

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Opened in 1986, Indian Creek Elementary is a high tech school with a soft approach to education and learning. It was built to be an elementary science and technology magnet school. It has been labeled a "Blue Ribbon School" and a "Four Star School" by the Indiana Dept. of Education. The Buddy System is in place, and IBM linkway multimedia tool is accessible as well.

In 1991, the school was videotaped by New York's SL Productions as part of the ICTE's VISION: Test project.

ORGANIZATIONAL PROFILE:

PLANNING: When plants to build Indian Creek began in the mid 1980s, there were few models for an elementary science and technology magnet school. Although the school had to meet Indiana's statewide testing program requirements, Indian Creek had freedom of curriculum and programming and extraordinary flexibility from district administration.

Administrators valued teachers' opinions in staff meetings as much as in classrooms. They saw the curriculum challange ultimately fell on the school's teachers and staff.

VISION: to offer its students up-to-the-minute learning tools for exploring the increasingly scientific and technological world and to integrate those tools into the curriculum as routine, everyday resources.

CURRICULUM: Curriculum is structured in thematic units on science and technology-related topics. They are not a textbook-driven school, but rather they structure materials that are tailor-made to their specifications.

TECHNOLOGY PROFILE:

Computers, camcorders, VCRs, two CD-ROM players, videodisk players, an extensive videodisk library, digitizer scanners to transfer

pictures onto computer screens. There are also telephone lines in every room.

There is not a computer coordinator or resident expert at Indian Creek because administrators made it a point to have every teacher knowledgeable and comfortable with technology.

There is a schoolwide technology system based on a combination of networked computer labs and classroom computers. Each classroom has at least one IBM PS/2 computer as well as easy access to a nearby lab. Where possible, educational software is available via the network to classroom work stations. There are also a number of portable comptuers on carts.

Each Buddy System computer in students' homes is equipped with more than 60 programs on a hard drive, a printer, a modem, the BuddyNet network (enbles students to communicate with teachers and other Buddy users. Typical setup includes a wordprocessor, spreadsheet, database, and graphics programs for drawing on the computer.

MULTIMEDIA: To a great extent, the multifaceted uses of technology at Indian Creek depend upon expanding multimedia capabilities. They use the IBM computer based multimedia tool LinkWay that allows teachers and students to create their own shows or documentary-style reports incorporating pictures, drawings, video images, text, and sound.

RESOURCES PROFILE:

TRAINING: From the outset in 1986, a large proportion of resource dollars was directed to teacher training. Inservice courses explored not only specific software applications, but larger questions about how computers could or should alter the structure and process of teaching. Teachers attended conferences all across the country (while writing the new curriculum) seeking advice and information on hardware, software, and cutting-edge applications of technology in everything from science labs to the study of ancient civilizations.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

First grade students produce multimedia presentations. Second-third graders compose and edit using word processors. Fourth and fifth

graders reinforce classroom work at home with loaned personal computers through the Buddy System.

The nature center, a six-acre outdoor site, offers several examples of how Indian Creek integrates technology across the curriculum. The center, which includes a pond, grassy areas, and some 50 types of trees native to Indiana, provides a multitude of study opportunities for students such as botany, astronomy, environmental issues, meadowlands, and agriculture. This unique outdoor lab is used year round by all grades for activities that range from planting a garden to celebrating Pioneer Week, when they cook over campfires, build lean-to shelters, and explore the lifestyle of an earlier time.

With an IBM PS/2 computer and digitizing equipment especially for use with the environmental lab, students recreated the outdoor lab's terrain and layout on the computer, logging and studying natural changes from season to season and year to year.

Innovative instructional tools such as the IBM Personal Science Laboratory (computerized simulations) to combine outdoor lab activities with classroom work.

The BUDDY SYSTEM pilot project is in place at Indian Creek. It provides 4-5 graders with personal computers in their homes for use throughout the school year. The program is co-sponsored by a number of public and private organizations under the direction of the state affiliated Indiana Corporation for Science and Technology.

FACILITIES PROFILE:

ACCESS INFORMATION:
- Buddy System
- School-wide network
- Classroom Computer(s)
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools
- Simulation

TOOL FOCUS INFORMATION:
- Student Research
  - Spreadsheets
  - Databases
- Student Development
  - Wordprocessors
  - Graphics
  - Multimedia
  - LinkWay
- Student Presentation
  - Multimedia
- Student Communication
  - Telecommunications
  - E-mail

SCHOOL: Indian Hill Primary School

D. NAME: Indian Hill Exempted Village School District

LAST:	Ping	FIRST:	Katy
SAL.:	Ms.	TITLE:	First Grade Teacher
STREET:	6207 Drake Road	CITY:	Cincinnati, OH
ZIP:	45243		
EMAIL:			
PHONE:	(513)527-4646	EXT.:	
FAX:		PRIN.:	

SOURCE: Katy Ping 11/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
First grade classes at Indian Hill use a step by step manuel that gives teachers and students specific lessons and activities to develop computer skills while integrating technology into the curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Grade Specific Curricula

SCHOOL: Intermediate School 195

D. NAME: School District #5

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Harlem, NY
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: RRTE vol 2, p. 1245 March 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Since 1990, Intermediate School #195 has participated in an intervention alternative program that assists and supports middle school students before they can become potential drop-outs at the high school level: Project TECH (Technology Education and Career Enhancement Program), formerly the IUME Computer Training Program. Teachers use computer technology as a vehicle to empower intermediate school students and strengthen their basic skills. Students learn about multimedia applications and video production.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The project is funded by the New York City Department of Youth Services.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

TOOL FOCUS INFORMATION:
Student Development
Video Editing/TV Production

GENERAL FIELD OF STUDY: At-Risk Students' Education

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: J.B. Passmore Elementary School

D. NAME: Northside Independent School District

LAST:	Daugneault	FIRST:	Robert
SAL.:	Mr.	TITLE:	Computer Technology Coordinator
STREET:	570 Pinn Road	CITY:	San Antonio, TX
ZIP:	78227		
EMAIL:			
PHONE:	(512)674-6242	EXT.:	
FAX:	(512)647-2391	PRIN.:	Sam Johnson

SOURCE: Philip Linerode, Ph.D. 11'92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
J.B. Passmore Elementary began a pilot project entitled Writing to Write--an IBM writing program--in 1990 involving three classes, grade 2,3,and 4, and their teachers. The program provides reinforcement of computer skills;

develops and strengthens the students' awareness of the writing process; and provides minimum exercises in structure and organization of the thought process.

In 1992, the principal did not incorporate Writing to Write into Passmore's curriculum for the following reasons: it was difficult to integrate into the classroom curriculum; second year students were not interested in the program; teachers felt their teaching creativity was stifled; some teachers saw no benefit to students' writing skills; student test results showed no benefit.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tutorial

TOOL FOCUS INFORMATION:
Student Productivity
Wordprocessors

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

J.B. Passmore Elementary School stopped using the IBM program Writing to Write with 2-4 graders in 1992 after a two year pilot study identified the following weaknesses it is difficult to integrate into the classroom curriculum; second year students show lack of interest; teachers felt their creativity stifled; and teachers saw no significant mastery of writing skills.

SCHOOL: J.M. Alexander Junior High School

D. NAME: Charlotte/Mecklenburg Public Schools

LAST: Morse FIRST: Gail

SAL.: Ms. TITLE: TelEd '93 Board Member

STREET: 12201 Hainbright Road CITY: Huntersville, NC
ZIP: 28078
EMAIL:
PHONE: (704)343-3830 EXT.:
FAX: PRIN.: Mr. Jim K. Poole

SOURCE: C StLawrence 8'93/NFIE Images, p20

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
J.M. Alexandar teacher Gail Morse uses educational technologies and peer-to-peer teaching to enhance her multidisciplinary lessons to at-risk students in the school's Media and Technology Enrichment Center (MATEC). Students here come from rural, urban, primarily Caucasian and African American families. Most students are characterized as "as-risk" students.

Gail Morse is also on the ISTE Board of Directors 1993-1994 which hosted the Tel-Ed '93 Global Connections conference in Dallas Texas.

The school was videotaped by New York's SL Productions as part of the ICTE's VISION: Test project in 1991.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Technology: satellite disk, telecommunication networks with Iris, Apple Link, and National Geographic, laserdisc players, Macintosh, Apple IIgs, Apple IIe computers, Science Probeware, and an Apple Scanner. The school has a Media and Technology Enrichment Center (MATEC) which the at-risk students use.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
JM Alexandar has encorporated a program called MATEC (Media and Technology Enrichment Center) where at-risk seventh grade students spend the

majority of their classroom time engaged in purposeful learning. Other projects include the development of a closed circuit TV for the entire school.

FACILITIES PROFILE:

ACCESS INFORMATION:
Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Databases

GENERAL FIELD OF STUDY: At-Risk Students' Education

The MATEC program has seventh grade students identified as at-risk by their sixth grade teacher specd the majority of their classroom time engaged in purposeful learning using computers, laserdisc players, a satellite, and science probeware.

The MATEC program includes STATT (Students Today Are Touching Tomorrow), in which the previous year's at risk seventh graders teach many of the newly identified at-risk students in lunch hour and after school sessions. STATT gives students a heightened sense of responsibility for their own learning and the learning of others. JM Alexandar has had incredible success with MATEC students shedding their at-risk status.

GENERAL FIELD OF STUDY: Foreign Language
SUBJECT: French
Satellite technology at JM Alexandar enables French students to watch the "smurfs" from the French satellite in their classroom.

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

Satellite technology enables JM Alexandar students to research such topics as deforestation. In a project on acid rain,

students tested soil samples from a local housing development.

SCHOOL: Jackson Elementary School

D. NAME:

LAST:	Gallivan	FIRST:	Elaine
SAL.:	Ms.	TITLE:	Computer Coordinator
STREET:	11th and Mississippi	CITY:	Fort Campbell, KY
ZIP:	42223-5000		
EMAIL:			
PHONE:	(615)431-6211	EXT.:	
FAX:	(615)431-4453	PRIN.:	

SOURCE: Elain Gallivan 9/93, NSBA,

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Jackson Elementary School utilizes videodisc and CD-ROM technolgoy in their science and music classes. The school has a fiberoptic backbone and is gradually connecting each classroom and administrator's desk to it as funding becomes available. Nancy Potts, Clara Taylor, and Mark Russell are also contacts.

ORGANIZATIONAL PROFILE:

VISION: Cooperative learning with technology helps with teach the values and challanges of interdependency to students.

TECHNOLOGY PROFILE:

Jackson has a fiberoptic backbone networking system utilizing the Novvell System, and as funding allows, the administration and all classrooms will be connected. There is a tower in the media center which allows for 10 CD-ROMs to be loaded for all intermediate classroom retrieval. This backbone allows video, voice and data to be transmitted across the network. Elaine Gallivan is the contact person for Jackson's network.

Xapshot with color digitizing allows the

incorporation of still and digital images in administrative or classroom presentations.

The school has a language laboratory which utilizes videodisc and CD-ROM technologies. The CD-ROM probides the ability to repeat tracks because the hardware can be programmed to play a particular track or sequence of tracks continuously. It eliminates the need to find the starting point for each student or groups of students as they cycle through a learning station.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

The "Music in Education" curriculum adopted in Mr. Russell's music class allows him to guide, control, monitor, and keep records from the networked Macintosh computer.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Video pictures taken on field trips, special sevents, students, etc. are played on TV with the help of Jackson's Xapshot color digitizer. Beginning in Fall 1993, teachers use this as a means to not take a field trip but rather take the pictures on the video floppy disk and presenting the new instruction information.

FACILITIES PROFILE:

ACCESS INFORMATION:

- Classroom Computer(s)
- School-wide network

TECHNOLOGY FOCUS INFORMATION:

- Laser Disc
- Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools

TOOL FOCUS INFORMATION:

- Student Productivity
  - CD ROM
  - Videodisc

GENERAL FIELD OF STUDY: Music

COURSEWARE: Yamaha America's "Music in Education"

Jackson has "Music in Education," by Yamaha America, a package containing a complete music curriculum assisted by electronic musical

instruments networked through a Macintosh computer. The students play on their instrument every day. This comprehensive music curriculum is sequenced and provides flexibility for individualized skill levels. Teachers guide, control, monitor, and keep records from the computer. A remote control with programmable capabilities allows the teacher to move along with the students.

GENERAL FIELD OF STUDY: Science

COURSEWARE: Optical Data, Windows on Science

Jackson offers its students an "Optical Data/Windows on Science" program to make students' first contact with science concepts and principles be experimental, immediate, concrete and memorable. Teachers lead science expeditions using visuals from a videodisc to develop the multisensory atmosphere of each student. Windows hands-on activities reinforce the experiental gains and develop scientific process skills while also utilizing cooperative learing strategies to teach students the value and challenges of interdependency.

Jackson has an optical data/windows on science language laboratory which provides non-fiction reading passages that reinforce, enrich, and extend students' understanding of the concepts presented in the videodisc-based lessons. The language lab also helps students transfer their knowledge of those concepts to the printed word. Compact disc technology offers an alternate vehicle for the delivery of the reading material. It provides the ability to repeat tracks. The hardware can be programmed to play a particualr track or sequence of tracks continuously. It eliminates the need to find the starting point for each student or groups of students as they cycle through a learning station.

SCHOOL: James B. Davidson Middle School

D. NAME: San Rafael City Schools

LAST:		FIRST:	
SAL.:		TITLE:	
STREET:	280 Woodland	CITY:	San Rafael, CA
ZIP:	94901		
EMAIL:			
PHONE:	(415)485-2400	EXT.:	
FAX:		PRIN.:	

SOURCE: Research 8'93/BerylBuck Institute

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Beginning in early 1990, Davidson began participating in the MacMagic program. It intails three individuals teaching two classes, one 7th and one 8th grade. They meet each day for a 2 1/2 hour time segment. The curricula includes a combined English & History period and one elective period.

The program acknowledges that technology is part of every students' future. Consequently, computers not only became substitutes for a good deal of paper and pencil learning, but they also facilitated complex tasks by providing learners with educational alternatives.

During the second year of the program, the students participating included those identified as gifted and talented, those receiving individual attention from the school's resource specialist, those for whom English was not their native language and had been in the schools' ESL program, and students of color.

ORGANIZATIONAL PROFILE:

VISION: The goal of the MacMagic program is to develop an innovative approach to teaching English and History in the middle grades in which the teacher is a facilitator of learning rather than adispenser of information. It seeks to create and document a viable educational model that continues to evolve in its ability to meet student needs and engage students in the learning of academic content in innovative ways.

PLANNING: Teacher planning and cooperation provided the foundation for the MacMagic program, based on two apparently discripant yet complementary principles: heterogeneity and teamwork.

IMPLEMENTATION (curriculum): The program seeks to give all students equal access to the California Core Curriculum in English and History. Classroom activities are developed around an integrated language arts and social studies curriculum that employ technology when appropriate. The language arts component emphasizes literature and writing. The social studies component, which focuses on World Civilizations, is based on the newly adopted California History and Social Sciences Framework.

TECHNOLOGY PROFILE:

The technology used in these two classes enhances thinking and learning. Specifically, it includes tape recorders, a video camera and associated editing equipment, Macintosh computers and other peripherals including a printer, a scanner, and an input deviced for sound and video.

The technology is a crutial part of all class acitvities, from interviewing to film analysis to writing assignments that build on interviews, films, or other uses of technology.

RESOURCES PROFILE:

SOFTWARE: Although technology supports most curricular tasks, the software used in the class has been deliberately limited. Students use three computer software programs--MacWrite (for word processing), MacPaint (for Graphics), and HyerCard (for multimedia organizations).

FUNDING: The report on the evaluation of the MacMagic Program at Davidson was funded by the Martin Community Foundation.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Key elements of the MacMagic approach include the integration of computer and video technology, cooperative learning and group projects, writing response groups, and practice in problem-solving.

The MacMagic team created an instructional approach and a curricular program that blends five spearate elements to create a distinctive experience for students. They are:

1) A definite approach to teaching: maintaining a relaxed atmosphere, integrated content, establishing and maintaining student accountability, balancing experimentation with explicit skill development, question deflection.

2) The utilization of complementary staff expertise through teaming: technical expertise, coherent instructional approach and philosophy.

3) The opportunity to use additional time for instruction and student work: split groups strategy

4) A constant attempt to tailor class assignments and instructional interactions to encourage student interest and motivation: technological tailoring

5) A set of instructional TASTS that vary in their cognitive, social, and procedural complexity: cognitive aspects, social aspects, procedural

aspects.

Instruction is carried out into three two-hour-and-twenty-five- minutes time period blocks. Classroom activities are developed around an integrated language arts and social studies curriculum that employ technology when appropriate. Classroom learning combines curriculum areas into student-centered, group-oriented projects that are supported by a variety of technology tools. Instructional tasks are not technology-dependent; that is they are not technology-driven.

The software programs chosen are treated as the basic tools with which students are to complete assignments and engage with specified English and History content. Because the software tools are open-ended and unstructured, what is produced is totally a result of what a student does.

MacMagic emphasizes a process approach to learning rather than one that is segmented or compartmentalized. All classroom tasks are inter-related, overlapping, and interdisciplinary; many are also ongoing. It uses a cooperative apporach to learning, where teams of 4 or 5 students work together according to academic, social, and linguistic criteria.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Graphics
  - Desktop publishing
- Student Presentation

GENERAL FIELD OF STUDY: English / Langauage Arts

The language arts component of MacMagic emphasizes literature and writing. The program strives to give students control over what they are learning and to develop students' visual literacy while also encouraging students' traditional literacy (writing and reading).

As used in this program, the computer is a

non-biased tool. It provides the same opportunity for all users to be expressive and to create attractive text and graphics. The ease with which it enables students to edit their written work, seek an alternative wording, and check their spelling, provides important support to a process-based writing program.

Overall comments about students' writing progress were extremely favorable, only a few 7th graders expressed the need for closer supervision of their writing.

GENERAL FIELD OF STUDY: English As A Second Language

ESL students were included within the MacMagic study group of students at Davidson. Usually, only one ESL student was in each cooperative student group. Reading published and student- prepared stories in large and small groups was the most frequetly mentioned activity for helping language-minority youngsters understand how written words were pronounced.

The directors of the program believe that without appropriate models, second-language learners cannot approximate the sounds, grammar, and conventional uses of that language. Native-speaker input, then is essential to understanding, and understanding is the cornerstone of speaking. To address the issues of access and participation, the program has established a cooperative learning environment that has facilitated a multiplicity of interactive instructional experiences for native and non-native English-speaking pupils. These experiences have not only advanced the communication skills of all students in the program, but they have also helped to create mutual understanding and respect for individual differences.

GENERAL FIELD OF STUDY: Social Studies

SUBJECT: History

The program integrates History and English curricula together. The social studies component, focuses on World Civilizations, is based on the newly adopted California History and Social Studies framework.

SCHOOL: James Madison Elementary School

D. NAME:

LAST: FIRST:

SAL.: TITLE:

STREET: CITY: Santa Ana, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Through the creation of a classroom business, students at James Madison Elementary School work in advertising, marketing, and production. The school received a $2500 grant from Apple in 1991 to support the innovative use of computers here. The Apple technology allows the students to manipulate data, develop surveys, produce products, and research their business partners via telecommunications.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Databases
GENERAL FIELD OF STUDY: Business / Economics
Students do the marketing, advertising, production, and

business plans of the classroom business. They manipulate data, develop surveys, produce products, and use telecommunications to communicate with their business partners.

SCHOOL: James Monroe Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Eugene, OR
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
James Monroe Middle School offers its 8 graders the chance to take an interdisciplinary course that integrates physical science, math, history, geography, and communications. The program involves partnerships with the local airport, the library, the historical society, and the flight museum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computers in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Communications / Mass Media

GENERAL FIELD OF STUDY: Mathematics

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Science
SUBJECT: Physical Science

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: Geography

SUBJECT: History

SCHOOL: James W. Hennigan School

D. NAME: Boston Public Schools

LAST: Arai
SAL.: Ms.
FIRST: Angela
TITLE:

STREET:
ZIP: 02130
CITY: Jamaica Plain, MA
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: RRTE vol 1, p. 580, p. 583

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
In March 1993, Joanne Ronkin, of James W. Hennigan School, co-authored a description of Boston Public Schools' Project Headlight, which is began at an unknown elementary school in the district in September 1985. The project is an educational project which uses technology to expand upon the curriculum, exploring a constructionist approach to teaching and learning. It is a high density computer project with 125 networked IBM PC jr computers, all equipped with LogoWriter.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Jefferson Elementary School

D. NAME: North Platte Public Schools

LAST:	Audre-Henn	FIRST:	Krysten
SAL.:	Ms.	TITLE:	
STREET:	700 East Third	CITY:	North Platte, NE
ZIP:	69101		
EMAIL:			
PHONE:	(308)535-7136	EXT.:	
FAX:		PRIN.:	

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Jefferson Elementary School is technology intensive, with 3 computers in every classroom. The facility is networked.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh LCII and LCIII computers, Centris 610 computers, an authoring station for creating multimedia presentations; a building server; a library server, with automation in progress; and an Ethernet network connects all rooms in the building.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia

SCHOOL: Jefferson High School

D. NAME:

LAST:	Ruhl	FIRST:	Joe
SAL.:	Mr.	TITLE:	
STREET:	1801 South 18th Street	CITY:	Lafayette, IN
ZIP:	47905		
EMAIL:			
PHONE:	(317)449-3400	EXT.:	
FAX:		PRIN.:	

SOURCE: Ms. Eileen Steel 317-449-3230

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
At Jefferson High School, staff and students are involved in development of learning modules in the life science areas. They utilize Macintosh computers and QuickTime. As a component of their at-risk program, students use the equipment to study, market, and sell fish in an interdisciplinary study of acquaculture.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: At-Risk Students' Education

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Science
SUBJECT: Biology

SCHOOL: Jefferson Junior High School

D. NAME:

LAST: Johnson
FIRST: Stanley
SAL.: Mr.
TITLE: Computer Science Teacher
STREET:
CITY: Washington DC,
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Jefferson Junior High School uses Apple Computer technology to publish and product critiques of the community's urban renewal program in place since 1960s. Students use simulation software to develop alternative

senarios for the future and conduct community service projects.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: In 1991, Jefferson Junior high School received a $2500 grant from Apple to support their innovative uses of computers.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation
Tools

SCHOOL: Jefferson Middle School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Eugene, OR
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: Dr. Pisapia, August 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Jefferson Elementary School subscribes to Channel One.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Distance learning
Instructional TV

SCHOOL: John F. Kennedy High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: New York, NY
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: RRTE vol 2, p. 1244 March 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
From 1982 to 1984, John F. Kennedy High School hosted a program entitled the Telecommunications Career Development Project (TCCDP). The school recruited 30 students, from age 15-19, from the Bronx and Manhattan to participate in this after school and weekend program. Its main focus was to develop television production skills. Counseling was integrated to encourage the development of students' self esteem. Graphics and computing were secondary concerns initially, but were included to enhance the career skills of each student.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The telecommunications program was funded by the New York City Deptarment of Youth Services.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Video Editing/TV Production
Graphics

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: John I. Leonard Community High Sch.

D. NAME: Palm Beach County Public School System

LAST: Sheehan FIRST: Jim
SAL.: Mr. TITLE: Assist. Prin/ MTS Facilitator
STREET: 4701 10th Avenue North CITY: Lake Worth, FL
ZIP: 33460
EMAIL:
PHONE: (407)641-1231 EXT.:
FAX: (407)642-1006 PRIN.: Luke Thornton

SOURCE: Teresa Wing, Teacher on Assignment

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

In 1988, Leonard, then a "regular school," received a 5-year grant to become one of Florida's five Model Technology schools. They have a schoolwide fiber optic local area network which connects 400 computers in the school's 100 classrooms and 15 labs. There are approximately 2300 students in grades 9-12.

In 1993 Leonard established a Computer Technology Academy for its district and opened its doors to 88 9-10 grade students offering a curriculum to enhance and accelerate learning and prepare students for college and business environments. This curriculum is delivered over state of the art technology.

From 1988 to January 1993, Leonard had a 67% increase in the number of students on the honor roll since before its establishment as a model school.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Students and teachers can check out one of Leonard's 80 laptop computers which are part of the over 400 network computer stations. Teacher utilize computer assisted grading. CD-ROMs and much software is networked.

LABS: There is an English lab, a foreign language Macintosh lab, a Math/science lab, four small special education labs, four business/computer education labs, a publications (journalism) lab, a science lab, a vocational education lab, and a media center lab. Productivity and subject-area software used through the LAN is available for use with the laptop computers as well. Five english classrooms have five laptop computers each available for checkout.

The school has six portable multimedia workstations and over 60 laserdiscs located strategically throughout the school to enhance the art, health, science, and social studies curriculua. They offer a Video Voice Speech Therapy System, DragonDictae Voice Recgonition Program to special education students. The media center offers research to students via CD-ROM, microfiche, and an electronic card catalog.

SOFTWARE: Leonard has an incredible variety of subject-specific software programs available to its students.

VIDEODISCS: National Gallery of Art, The Louvre, Vote 88, AIDS, Teenage Sexuality, Hurricane Hugo,

BioSci II.

DATABASES: Groilier's Encyclopedia; Social Issues Resource Series (which contains full text of articles on social issues, science, and government); and University Microfilms Incorporated (a magazine index supported by microfiche of the 100 most requested magazines dating from 1986).

RESOURCES PROFILE:

TRAINING: As a MTS, Leonard staffers are offered hands-on training both during the school year and in the summer on technologies that enhance the efficiency and effectiveness fo teh educational process, and on outlining strategies to integrating these technologiues into the various academic areas.

Leonard hosted a Precalculus summer institute and Project to Increase Mastery in Mathematics and Science workshops in 1992 where Leonard teachers served as instructors in the use of a variety of technologies.

Goals of their MTS summer training sessions are: 1) to make participants aware of the technologies available to meet the challenges facing education today and provide them an opportunity to pick and choose those appropriate for their respective sites, 2) to make participants unafraid of and comfortable with technology, and 3) to share strategies for the successful integration of technology into the instructional process.

FUNDING: Under the Florida Model School Consortia Act of 1988, funding was provided to Leonard as a MTS so they could serve as testing grounds for the effective use of technology for instruction and school management. The immediate funds available to Leonard were used to install a LAN that connects IBM PS/2 computers in each of the schools 100 classroom, teacher workstations, and eventually their 15 labs.

ADMINISTRATIVE USES OF TECHNOLOGY:

Leonard utilizes the following technologies: Token ring architure, NOVELL Operating System, IClass administrative system, Da Vinci software for network electronic mail, and Optinet software for the networking of CD-ROMs.

The Media Center lab is used as a student lab and as a training facility for the school, district, and state personnel. The center uses SIRSI (an automated management system for book

checkout, inventory, and electronic card catalog) to run more efficiently.

All teachers at Leonard use a computerized gradebook, ParSCORE, as their official method of record keeping. Parents receive detailed progress reports halfway through the grading cycle while students are apprised fo their grades through timely postiby by student number. Six Scantron 2100 scanners strategically located throughout the campus allow teachers to electronically score tests and transmit scores directly into the gradebook.

Since August 1990, communication between administration and staff is handeled through the school wide network using the Da Vinci eMAIL program. All staff information, along with teacher to teacher communications, are handeled in a timely, cost-effective manner.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Leonard's Computer Technology Academy offers its students: laptop computers for student checkout; specialized courses offered through satellite technology; instruction in the use of industry standard computer applications for MS-DOS and Macintosh platforms; extended day access to technologies; mentorships and featured speakers through MTS business partners such as Apple, IBM, Motorola, and Tandy; and field trips to high tech business facilities.

FACILITIES PROFILE:

Retrofitting at Leonard included the design of the schoolwide local area computer network: Fiber optic cable is used as a backbone to connect 16 detached buildings together in a token ring architecture. Inside each building the fiber optic (light) signal is changed to an analog (copper) signal through an optical repeater (IBM 8219) for the four megabits/second (Mbs), token ring cards. These cards allow token ring connectivity through multi-access units (MAUs) using IBM type 1 shield twisted pair (STP) copper cable for access to all programs on campus.

Once the token ring access has been established in a classroom, student labs with approximately 30 computers in a room may be connected using baseband or ethernet architecture. At Leonard, four labs have IBM Model 80 file servers containing both token ring and baseband cards. The baseband cards are connected to baseband entenders that allow up to 64 connections

each. The extenders in two of these baseband labs are then connected to extenders in tow additional labs because of their close proximity.

Approximate cost as of April 1992 was as follows: wiring to each classroom $200; T/R MAU $378; Optical fiber converter $2022; T/R network adapters $237; baseband extender $742; basband adapter $189 per machine; baseband wiring $0-$5 (per machine); Novell Netware $4233 (for each one file server per 100 users); and Classroom LAN Administrative system $1942 (per 100 users).

At Leonard there are six file servers on the schoolwide LAN. Servers were placed strategiclly around campus with their connectivity providing the following benefits: 1) program accessibility from all locations, 2) efficiency of program installation, 3) cost-effective software liscening.

ACCESS INFORMATION:
- Teacher checkout
- Student checkout
- Laptops
- Classroom Computer(s)
- School-wide network
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Distance learning
- Multimedia
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tutorial
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Videodisc
  - CD ROM
  - Microfiche technology
- Student Development
  - Videodisc
  - Hypercard Stacks
- Student Presentation
  - Videodisc

GENERAL FIELD OF STUDY: Art

SUBJECT: Drafting

Drafting students at Leonard are better prepared to enter

the work force by learning both traditional methods of drafting and Computer Aided Design utilizing Tandy 4000s and laptop computers with AutoCAD and Auto SKETCH software and a Houston Instruments' Plotter.

GENERAL FIELD OF STUDY: Business / Economics
Business and computer education students at Leonard learn about the school wide local area network and use industry standard business programs including Word Perfect, Lotus, and dBASE.

GENERAL FIELD OF STUDY: Computer Science / Technology
Computer education students at Leonard have access to learn about the schoolwide local area network and can take advanced placement computer science courses in one of four MS-DOS computer labs.

GENERAL FIELD OF STUDY: English / Langauage Arts
Leonard has an English lab which students use for wordprocessing, writing analysis, media research, departmental reading, basic skills remediation, and SAT preparation. There are also 25 laptop computers to further facilitate student writing.

SUBJECT: Journalism
Journalism students at Leonard become proficient in using a state of the art desktop publishing system to produce the school's newspaper, yearbook, literary magazine, parent newsletter, and curriculum guide. The system consists of the 10-station Macintosh lab including a scanner, a laser printer, and PageMaker, FreeHand and TypeStyler software.

GENERAL FIELD OF STUDY: Foreign Language
Students in foreign language classes at Leonard use HyperGlot talking software which features the recorded voices of native speakers to enhance the translation, explanation, and pronunciation of Spanish, French, and German languages in a 30-station Macintosh lab. Programs tailored to the district's textbook selection provide reinforcement of skills through the schoolwide LAN. Japanese instruction is offered through distance learning via satellite technology.

GENERAL FIELD OF STUDY: Mathematics
The math lab is combined with the science lab at Leonard and provides student access to basic skills and SAT preparation software along with over fifty content-area programs for biology, chemistry, physics, algebra, geometry, and trigonometry.

GENERAL FIELD OF STUDY: Physical Education
By 1992, the athletic department came up with

four additional areas in which they can utilize Leonard's network and educational technologies to improve their instructional capabilities: graphics production, heart rate monitoring, body composition analysis, and fitness test score storage and analysis.

The aerobics and personal fitness classes specifically utilize the Body Composition Analyzer computer system to determine ratios of fat to lean tissue and provide exercise and caloric prescription. The Cardiovascular Fitness Lab consists of a heart rate probe, a software package, a stet of experiments/ worksheets. Using a student volunteer, teachers can demonstrate various heart rate functions to the class using the computer. Teachers use the graphics programs to produce posters, banners, memos, calendars, cards, certificates, and personalized stationary.

GENERAL FIELD OF STUDY: Science

The science lab is combined with a math lab and offers software in over 50 content area programs.

GENERAL FIELD OF STUDY: Special Education

Teacher Kelly Parry-Sanchez uses interactive videodiscs with her Specific Learning Disabled (SLD) and Trainable Mentally Handicapped students. Parry-Sanchez asserts that when technology is part of the lesson, she has 100% student participation. Specific programs she uses include: ABCNEWS InterActive's "AIDS" and "Teenage Sexuality;" and Turner Educational Services' "Hurrican Hugo;" and Videodiscovery's "BioSci II" disc.

Adaptive devices and a number of mini labs connected to the schoolwide LAN support the diverse exceptionalities including: 2 3-station IBM labs for deaf/hard-of-hearing students; a 5-station IBM lab for varying exceptionalities; a 6-station Macintsh lab for learning disabled; and a 5-station IBM lab for speech/ language therapy.

The Video Voice Speech Theraby System enables students with limited auditory and speech capabilities to benefit by viewing graphic images of their voices, and DragonDictate, a voice recognition program, allows physically impaired students to produce written text with the quality and speed of their peers.

SCHOOL: John M. Gandy Elementary School

D. NAME: Hanover County Public Schools

LAST:	Gendron	FIRST:	Patrick
SAL.:	Mr.	TITLE:	Principal
STREET:	705 North Henry Street	CITY:	Ashland, VA
ZIP:	23005		
EMAIL:			
PHONE:	(804)752-6030	EXT.:	
FAX:		PRIN.:	Patrick Gendron

SOURCE: Patrick Gendron 12'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

John M. Gandy Elementary School serves 423 students, who have access to state of the art technology in a computer lab.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

The computer lab uses the Computer Curriculum Corporation's Success Maker Management System to serve their students.

RESOURCES PROFILE:

SUPPORT: The computer lab is monitored full-time by a monitor who assists teachers in a continuous customized instructional program.

ADMINISTRATIVE USES OF TECHNOLOGY:

The program Success Maker enables teachers who are not experts to make the most of their technology tools. It is a powerful management system that helps teachers track the progress of individual students, groups, or classes. Using the system's special reporting feature, teachers can easily generage detailed, up-to-date reports on their students' performances, attendance, system use, daily achievement.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: John Tyler Elementary School

D. NAME: Hampton Public Schools

LAST:	Williams	FIRST:	Donald R.
SAL.:	Mr.	TITLE:	Principal
STREET:	57 Salina Street	CITY:	Hampton, VA
ZIP:	23669		
EMAIL:			
PHONE:	(804)727-1075	EXT.:	
FAX:		PRIN.:	Mr. Donald R. Williams

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

John Tyler Elementary School is a Smart School, meaning they restructured the school to integrate the newest forms of technology into the instructional program in order to better prepare students for the technology saturated world. The Smart School concept is using the computer as a tool, not just as a teaching device to help deliver certain knowledge or skills.

When all stages of the developing Smart School are complete, Typer will have an infrastructure to carry information in all its forms throughout the building in all directions at once. It will be a system for the two-way communications that extend beyond the walls of the classroom to other schools, organizations in the city, state, and world. A semi-automated system tracks individual student performance closely and is able to regularly prescribe individualized curriculum plans or IEPs based on an individual's readiness.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: John Wayland Elementary School

D. NAME:

LAST:	Wall	FIRST:	Marilyn
SAL.:	Ms.	TITLE:	Fourth Grade Teacher
STREET:	Route 1, Box 30	CITY:	Bridgewater, VA
ZIP:	22812		
EMAIL:			
PHONE:	(703)838-6081	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T; & M Riel

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Fourth grade teacher Marilyn Wall constantly thinks of new ways to teach her students at John Wayland Elementary usin every medium and technology she learns. She started two projects in Fall 1993, and is ivolved in the AT&T Learning Network. They school also has distance learning educational opportunities.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Multimedia
- VCR
- Telecommunications
- Computer
- Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Camcorder

GENERAL FIELD OF STUDY: Grade Specific Curricula

Fourth grade teacher Marilyn Wall uses technology as much as she can and constantly thinks of new ways to teach using every medium she learns. She is a leader in the AT&T Learning Network. She is one of 12 teachers from around the world that has been selected by AT&T to be a Learning Circle Mentor Coordinator. She began one new technology project in Fall 1993 which involved having learning circle partners videotape the singing of a song that her students will edit into a single production.

SCHOOL: Johnson County Primary School

D. NAME:

LAST:	Reed	FIRST:	Debby Garrett
SAL.:	Ms.	TITLE:	Music/Computer Educ. Teacher
STREET:		CITY:	Wrightsville, GA
ZIP:	31096		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2, p. 710 March 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N

MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: Y

STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
Johnson County Primary School utilizes multimedia technology to grab the attention of its rural students. Teacher Debby Garrett Reed authored a paper in 1993 entitled "Educating the Nintendo/MTV Genreation: Multimedia Solutions for the Rural Primary School."

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

SCHOOL: Johnston Middle School

D. NAME:

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Houston, TX

EXT.:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE: 2
DISTRICT WIDE: N
CLR BASED: Y
MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: N

PLAN (Y/N): N
SCHOOL BASED: Y
STUDENT BASED: Y
STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
Teachers at Johnston Middle School developed lessons with hypercard stacks and computer generated bar codes. The school offers textbook waiver and computer checkout programs.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Videodisc, SEEP software.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Student checkout

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Bar Codes
Hypercard
Videodisc

SCHOOL: Juan Morel Campos Intermed Sch 71K

D. NAME:

LAST: Hess
FIRST: Susan
SAL.: Ms.
TITLE: Library Media Specialist
STREET: 215 Heyward Street
CITY: Brooklyn, NY
ZIP: 11206
EMAIL:
PHONE: (718)388-3502
EXT.:
FAX:
PRIN.: Mr. Kenneth Miller

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE: 2
PLAN (Y/N): N
DISTRICT WIDE: N
SCHOOL BASED: Y

CLR_BASED: N
MEDIA CENTER: Y
ASSESSMENT: N
MATERIALS: N

STUDENT BASED: N
STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
Juan Morel Campos Intermediate School 71K has incorporated telecommuncations into its curriculum with the help of the AT&T Learning Network. Through their involvement with the network, they can offer additional classes through distance education.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications
E-mail

SCHOOL: Junior High School 143

D. NAME:

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:

CITY: Bronx, NY

EXT.:

FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
A networking configuration was awarded to Junior High School #143 in order to enable increased teacher productivity, student science resource sharing, and problem solving throughout the school.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received a $800,000 grant from Apple Computers in 1990.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Problem Solving

GENERAL FIELD OF STUDY: Science

SCHOOL: Junior High School 43

D. NAME: School District Five

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Harlem, NY

ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 2, p. 1245 March 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Since 1990, Junior High School #43 in Harlem has participated in an intervention alternative program that assists and supports middle school students before they can become potential dropouts at the high school level: Project TECH (Technolgoy Education and Career Enhancement Program), formally the IUME Computer Training Program). Teachers use computer technology as a vehicle to empower intermediate school students and strenghten their basic skills. Students learn about multimedia applications and video production.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The New York City Department of Youth Services funds this technology project.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Video Editing/TV Production

Multimedia

GENERAL FIELD OF STUDY: At-Risk Students' Education

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Junior High School 47 For the Deaf

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: New York, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Hearing impaired students at Junior High School 47 for the Deaf in New York City are involved in Fingerprints Press, a program that encourages creativity, independence, and practical skills in a vocational/entrepreneurship program. Macintosh computers are used for graphic design, research, accounting, word processing, and scheduling.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computers in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:
Macintosh computers are used for scheduling.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Student Development
Wordprocessors
Graphics
Spreadsheets

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art

GENERAL FIELD OF STUDY: Mathematics
SUBJECT: Accounting

GENERAL FIELD OF STUDY: Special Education

SCHOOL: Kelly De Vinci Middle School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET: 850 Howard Avenue
CITY: Eugene, OR
ZIP: 97404
EMAIL:
PHONE: (503)687-3224
EXT.:
FAX:
PRIN.:

SOURCE:

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Kelly da Vinci Middle School has a computerized instructional program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Kennebunk High School

D. NAME:

LAST:	Willis	FIRST:	Richard J.
SAL.:	Mr.	TITLE:	Teacher
STREET:		CITY:	Kennebunk, ME
ZIP:	04043		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2, p. 1194 March 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Kennebunk High School has access to the TERC Global Laboratory Project which allows classrooms across the US and the world to be connected by telecommunications, using a project-based laboratory research approach which is directly applicable to multidisciplinary instruction. This extensive curriculum, which was in field testing in 1993, allows students to be involved in scientific investigations while sharing their

results and ideas with peers in other regions.
Kennebunk's participation in this project involves bioloby and chemistry students in grades 9-12, from diverse ability levels.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The TERC Global Lab Project is a National Science Foundation funded program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Telecommunications
E-mail

GENERAL FIELD OF STUDY: Science
Chemistry and Biology students participate in the TERC Global Laboratory project. Students from connected schools share project-based research results from studies of local environments. Results of student field work, experiments, and data interpretation are shared in school clusters, representing wide geographic distributions. Clusters are moderated by a participating teacher in order to facilitate organized interchange of ideas among involved classrooms.
Students in Global Lab classrooms engage in active research related to a study site chosen near the school which is characteristic of the local environment. Kennebunk's site is immediately adjacent to the school facility and represents a temperate mixed coniferous deciduous forest bordered by actively maintained athletic

fields, typical of northeastern United States forest environments. This study site is the center of field and classroom activities designed to describe, inventory, and classifly aspects of the location.

Instruction is based upon a mix of traditional classroom teaching for information content supplemented with extensive hands-on work in the field, using field samples, analyzing data sets, and telecomputing results to the network connections for sharing. The key to instruction here is active sutdent participation with the teacher acting as a facilitator and a resource person.

This project culminates in student originated projects allowing independent investigations of field area previously investigated byt survey methods by the class as a group. Students then share their data through telecommunications.

SCHOOL: Kennedy Junior High School

D. NAME:

LAST:	Curb	FIRST:	Larry
SAL.:	Mr.	TITLE:	Principal
STREET:	821 Bubb Road	CITY:	Cupertino, CA
ZIP:	95014		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	Larry Curb

SOURCE: Stearns article, 1/91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:

Kennedy Junior High School is a California model technology school. It began technology implementation in 1989. It has a network gateway, is connected to Pacific Bell, and has LA DOE. The network links Link, Macintosh, and LAN to the Internet and more.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

SCHOOL: Kenwood Academy

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Chicago, IL
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Kenwood Academy use computer imaging technologies in chemistry classes.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computers in 1992 to support the non-computer aspects of their technology program.

TRAINING: The Ill Institute of Technology supports the program with teacher training.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Graphics

GENERAL FIELD OF STUDY: Science
SUBJECT: Chemistry
Chemistry students at Kenwood Academy use computer imaging technologies to learn about concepts like atomic structure and orbital configurations. Students learn complex scientific principles using the computer as a lab partner while conducting experiments.

SCHOOL: L.D. McArthur Elementary School

D. NAME: Escambia County School District

LAST:	Holifield	FIRST:	Barbara
SAL.:	Ms.	TITLE:	MTS Facilitator
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ZIP:	32534		
EMAIL:			
PHONE:	(904)484-5115	EXT.:	
FAX:	(904)494-5707	PRIN.:	Martha B. Lyle

SOURCE: MTS Innovators & I Newsletters91-93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
As of May 1993, model technology school L. D. McArthur had

integrated technology into all phases of their restructured school program. McArthur is one of Florida's two model elementary technology schools. The school pledges to provide a quality instructional program for every student. They consider technology, when combined with caring, capable, conscientious personnel to be a critical ingredient in providing an educational system which is a viable, powerful force in society. McArthur strives for maximum use of technology as a tool to empower teachers and students to become active team members in restructuring the management and curriculum of the school.

ORGANIZATIONAL PROFILE:

GOAL: maximum use of technologies as a tool to empower teachers and students to become active team members in restructuring the management and curriculum of the school.

VISION: Escambia County district-wide vision: Technology should be viewed by the student as an implicit part of the curriculum. Perception of the computer and peripheral hardware as devices to be used on special assignments or as reward for completion of regular assignments are replaced by perception of utility and ontinuous access. They also believe that a high technological profile (interactive video, computerized instruction, database access, etc.) at the acquisition tier facilitates delivery of essential basic skills and invigorates a potentially tedius task.

TECHNOLOGY PROFILE:

INVENTORY: a schoolwide local area network; a cabeling system designed to provide data access to Macintosh, Apple IIGS, IBM, and other compatible compuers; video access for closed circuit and cable television; a modem pool for telecommunication; laserdisc players, VCRs for interactive multimedia; production software; graphic and text scanners; laser printers; dekstop publishing; talking software; voice resprders and probeware .

By 1992 the following technologies on the LAN which can be accessed via a teacher workstation in each classroom: telecommunications; e-mail; cd rom; an online card catalog and media research tools; school and district calendars; grade reporting, attendance, and teacher productivity software; ILS software; a variety of standalone software correlated to the disciplines; and productivity software for students. Laserdisc players and video cassette recorders are used for interactive multimedia. Students use production

software, graphics, text scanners, laser printers, desktop publishing, talking software, voice recorders, probeware, a television production studio, cable television, satellite access for distant learning, monitors, LCD panels, stand alone computers on carts.

The primary opperating system for the LAN is Novell Netware version 2.15 which runs on an IBM model 80 fileserver.

The media center is served by a Macintosh file server connected to the building wide network to provide classroom access to the card catalog. A separate CD server runs the software to allow the networking of CD ROMs. A barcode scanner is used iwth the circulation and inventory programs.

Classrooms are arranged in a pod of five classrooms, which are all separated by folding partitions.

RESOURCES PROFILE:

TRAINING: In order to maximize the training experience, McArthur faculty staffed evening computer labs. Many participants took advantage of this opportunity for extended practice.

ADMINISTRATIVE USES OF TECHNOLOGY:

Each classroom has a teacher workstation with a Macintosh LC which connects to the Ethernet through Dayna Port External connectors. Teachers have access to a variety of professional tools such as wordprocessing, spreadsheet, database, and presentaiton software. THey also have e-mail provided by Word Perfect Office so that they may communicate with each other, guidance counselors, and administrators.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:

- School-wide network
- Classroom Computer(s)
- Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Distance learning
- Multimedia
- Instructional TV
- Telecommunications
- Audio Tape

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Laserdisc
Probes
Student Development
Camcorder
VCR
Graphics
Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: LaCima Middle School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Tucson, AZ
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at LaCima Middle School create video portfolios of their work for assessment.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Camcorder

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Laguna Road Elementary School

D. NAME:

LAST: Britt
FIRST: Ginger
SAL.: Ms.
TITLE: Director, Project LINKS

STREET: 300 West Laguna Road
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EMAIL:
PHONE: (714)447-7725
EXT.:
FAX: (714)447-7432
PRIN.:

SOURCE: CA MTS book: Destination p. 7

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Laguna Road Elementary School makes use of technology with their language arts curriculum in an innovative fashion.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English / Langauage Arts

SCHOOL: Lake Highlands High School

D. NAME: Richardson Independent School District

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Richardson, TX
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: T.H.E. Journal 10/93

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Lake Highlands High School, as well as the other 48 schools within its district, has interconnected wide area network and began replacing the aging copper cabeling with a fiber optic-based data communications infrastructure in the Fall 1993.

ORGANIZATIONAL PROFILE:

PLANNING: In the Fall of 1993, Lake Highlands' district took the first steps to convert aging copper cabling throughout much of the disrict to a fiber optic based data communications infrastructure. Implementation is planned during 1994-1997. Initially the district will be upgraded from AppleTalk to Ethernet.

During a 1993 site survey at Lake Highlands High School, researchers determined that the entire network was wired with AppleTalk cabling rated below "pots" level which is below the lowest level for low speed data transmission. This prompted the decision to recable the entire campus.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

Because the Ethernet cableing was not an option with LakeHighlands' campus, the school was confronted with daisy-chaining desktop systems with a cable run, which was entirely too expensive. ThickNet backbone cableing was not viable either due to the campus buildings being consturcted out of dense cement ceilings, floors, and walls.

Because they ruled out ThinNet and ThickNet, the district looked at a 10Base-T unshielded, twisted-pair copper. This structure avioded locking the campus into a cabling strategy that was limited to 10Mbps data transmission. This chosen cabling strategy will accomodate the inevitable bandwith and transmission crunch that is inevitable in the future. The school district ran pricing comparissons for levels 4 and 5 copper as well as fiber optic cable, to find 5 more expensive than fiber optic and 4 only 10% less than fiber optic cable. Fiber optics was an excellent option.

ACCESS INFORMATION:

School-wide network

TECHNOLOGY FOCUS INFORMATION:

Telecommunications

SCHOOL: Lake Highlands Junior High School

D. NAME: Richardson Independent School District

LAST:	Sprenger	FIRST:	Troy
SAL.:	Mr.	TITLE:	Dist. Network Systems Manager
STREET:	10301 Kingsley	CITY:	Dallas, TX
ZIP:	75238		
EMAIL:			
PHONE:	(214)503-2520	EXT.:	
FAX:		PRIN.:	

SOURCE: THE Journal 10/93

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N

ASSESSMENT: N NETWORK (Y/N): Y
MATERIALS: Y

BRIEF DESCRIPTION:
Lake Highlands Junior High School became a pilot location for its district's fiber optic cabling installation in Fall 1993. Lake Highlands was chosen because it had been having some difficulty with its aging copper equipment. Because of success at Lake Highlands with the fiber optic cabling, the district continued with their plans to recable the entire district.

ORGANIZATIONAL PROFILE:
In the Fall of 1993, Lake Highlands' district took the first steps to convert aging copper cabling throughout much of the district to a fiber optic based data communications infrastructure. Implementation is planned during 1994-1997. Initially the district will be upgraded from AppleTalk to Ethernet.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:
With the help of one of Lake Highlands' distributors, the school was able to recable the entire library in two days using 3M's HotLink Fober Connector to terminate the cable.

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

SCHOOL: Lakes District Secondary School

D. NAME:

LAST: Wilson FIRST: James
SAL.: Mr. TITLE:

STREET: CITY: Burns Lake, BC CANADA,

ZIP: VOJ 1E0
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1, p. 66 3/21/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
A multimedia "Computers and Culture Project" was carried out at Lakes District Secondary School during the 90/91 schoolyear. The school incorporates technology into culture, language, and native history subject areas.

ORGANIZATIONAL PROFILE:
PROJECT: Students who participated were a heterogeneous mix of 14 to 19 year olds in grades 9-12. The two general objectives of the course were to teach comptuer skills and to familiarize the students with the culture of the local Carrier Indians. Students developed the "Carrier Culture Stack", a computerized, videodisc- based, multimedia database of Carrier culture, history and language. Its goal was to create a multimedia reference for the Carrier language--to use the audio and visual capabilities of multimedia to build a Native language archive.

TECHNOLOGY PROFILE:
Multimedia.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Students participating in the Computers and Culture project learned many useful computer skills and gained first hand experience in analyzing, organizing, and presenting large amounts of information. Students worked in a "real-world" environment where they were judged not on their ability to memorize information and pass tests but on their ability to produce something of value for the shcool and community.

The Carrier Culture Stack is currently being used in local school libraries as a source of information about Native culture. It is a legacy of this project that will benefit teachers and students in the future.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia
Hypercard Stacks

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History

SCHOOL: Lakewood High School

D. NAME:

LAST:	Granning	FIRST:	Mark
SAL.:	Mr.	TITLE:	Multimedia Lab Instructor
STREET:		CITY:	St. Petersburg, FL
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: FL Tech in Educ Quarterly Win '94

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Lakewood High School has a computer lab named the Center for Advantaced Technologies Multmedia Laboratory where technology -based presentations play an integral role in the educatioanl process

and offer the key to successful communication skills development. This lab is a math, science, and technology magnet program on Lakewood's campus. Every student who attends the lab takes a course entitled Multimedia Technology during their junior year.

ORGANIZATIONAL PROFILE:

GOALS: 1) students need to learn to work together on project teams, and 2) students need to learn presentation skills.

TECHNOLOGY PROFILE:

The multimedia lab includes: an electronic publishing center, a multimedia applications center, a video editing distribution center, a television control room/post production suite, and a television studio. THe entire school is wired for cable television with a TV in every room adn the capability to watch any channel at any time in any room. Lakewood has a closed circuit television running throughout the school.

The PUBLISHING CENTER is a Macintosh-based environment with 24 Mac LC IIs, each with a 10Mb RAM, video RAM for 16-bit color, and an ethernet card to tie it into the CAT fiber-optic network. This room also has 3 Mac IICIs with both Apple color and blsck and white scanners, two Apple LaserWriter Pro 6000 dpi printers, a Tektronix Phaser II PXi color printer, and 4 IBM 57SX systems in the network to transfer and print DOS files. SOFTWARE: Quark Xpress 3.2; Aldus Freehand 4.0; GraphMaster 3.11; Ofoto, PhotoShop 2.51; Adlus Persuasion 2.1; Microsoft Word 5.1; Word Perfect 6.0.

The MULTIMEDIA APPLICATIONS room in the lab has six Macinstosh Quadra 950s with 64 Mb RAM, RasterOps Diitizing cards, ethernet connectivity, and gigabyte had drive access; two IBM 486 machines with True Vision Targa boards connecyted to a BCD-5000 single frame coltroller and a JVC 811U edit deck; two IBM Adio Visual Connection systems, and a Silcon Graphics Iris Indigo station. SOFTWARE: MacroMind Director, Topas, Rio, StrataVision Pro, Alias Animator and Power Tools, Adobe Premiere, Avid Video Shop, Morph, Sound Edit Pro, Painter, Aduio Visual Connection, StoryBoard Live, LinkWay.

The VIDEO PRODUCTION room in the lab houses a JVC super VHS A/B Roll editing suite with a Video Toaster and a digital switcher, a Hi8 Edit suite, adn two cuts only SVHS suites. Each suite is

equipped with an Amiga 2000 or 3000 computer and a genlock for graphics and tilting.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Students create multimedia presentations that include projects such as interactive presentations, digital/aduio, and video presentations, three dimensional computers animations, electronic publishing projects, computer art, computer-generated slide shows, and a daily live television show.

Students come to the lab with computer skills from previous years in computer classes where they learn word processing /databases /spreadsheet skills in a freshman level Macintosh-based course and a UNIX/AIX and AutoCad skills in a sophomore level IBM RISC 6000-based course. In the Multimedia applications lab room, students produce digital audio and video projects, touchscreen interactive presentations, three-dimensional animations, graphics, computer art, and image manipulations. Every student learns to edit video in a non-linear environment.

Each student must create a major research project each year for display at the CAT annual research/science fair.

FACILITIES PROFILE:

The CAT Multimedia lab is a five room suite located in a building adjacent to the main CAT building on campus, next to the LHS Media center.

ACCESS INFORMATION:

Closed-circuit TV
School-wide network

TECHNOLOGY FOCUS INFORMATION:

Computer
Multimedia
Audio Tape

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Presentation
Video Editing/TV Production

Multimedia
Graphics
Desktop publishing
Student Development
Spreadsheets
Databases
Wordprocessors
LinkWay

GENERAL FIELD OF STUDY: Computer Science / Technology

The Multimedia Technologies course students take in the CATM lab serves as the students' Fine ARts credit to fulfill requirements for graduation and for the Florida Academic Scholars Program. It covers every aspect of technology-based presentation skills from electronic publishing to video production.

The course and the lab offer a communications component to the heavy math and science curriculum. Every student in the CAT program produces electronically published documents, creates a computer generated slideshow with full motion video windows and text animation as a method to present a year long research project, and contributes diogital audio and video projects to a daily live television show.

SCHOOL: Lamplighter School

D. NAME:

LAST:	Leventhal	FIRST:	Sheila
SAL.:	Ms.	TITLE:	
STREET:	11611 Inwood Road	CITY:	Dallas, TX
ZIP:	75229		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 1, p. 268 & p. 553 3'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

The Lamplighter School is a private school serving children with a wide range of ability levels from preschool through 4th grade. Computers are in all classroom levels and children are encouraged to use computers throughout the school day in many different classes and during free times. In 1992, database technology was introduced to staff and students, and within a few months, the children used them as a format for collecting data of all sorts.

The school recognizes the lack of technical knowledge in its parent base falls into three categories: 1) knowing what computer are are nearning how to use them for their own needs, personal, business, civic/volunteer; 2) understanding what their children's computer uisage at school is; and 3) deciding what computer hardware and software to have available at home, if any. The school has tried to address these needs in a vairiety of ways: utilizing the Parents' Club newsletter, offering classes/workshops just for parents, providing opportunities for children to show and explain their computer work to their parents, making school resources available, and working closely with the Parents' Club Board members who are leaders and role models within the parent community.

ORGANIZATIONAL PROFILE:

VISION: For computers to be used like a pencil--not an isolated class, but as a tool which empowers chgildren with knowledge, thinking skills, and problem solving alternatives.

Teachers at the Lamphlighter School want their students to not memorize data, but rather know ways to gather, organize, analyze and retrieve data. They subscribe to the A.D. Alexandrov quote: "A student is not a vessel to be filled, but a lamp to be lighted."

TECHNOLOGY PROFILE:

The Lamplighter School has used Logo as a language and a philosophy since the late 1970s.

RESOURCES PROFILE:

SUPPORT: the Parents' Club has been a trememdous resource to the school and to the technology education process; the school also has a computer coordinator who meets with parents to help to train them; parents who are technology

literate have been a resource for the computer coordinator to call upon.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Students are encouraged to use computers throughout the school day in amny idfferent classes and during free times. THey may use the computers for their own original projects and they are also assigned to complete certain projects via the computer such as creative writing assignment, a math project ploytting coordinates, or a graphics programming assignment.

Learning to research and collect information is already a part of the school's 3-4 grade curriculum. Database technology has also been incorporated into some social studies cousework.

Within a few months of being exposed to databases, Lamplighter students readily rely on them as a format for collecting dta of all sorts. some have started recording their baseball card collections including athlete's name, years of play, teams played for, position, and salary. They have created databases for recording the results of a Coke versus Pepsi taste test, and another for recording statistics about a varieyt of different military aircraft adn weapons. Second graders utilize a database for analyzing characters from fairy tales in reading class. Nine and ten yearolds created databases to record and compare the results of their favorite event and athletes competing in the Winter Olympics.

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Databases
Student Development
Databases
Student Presentation
Databases

Student Productivity
Databases

GENERAL FIELD OF STUDY: Business / Economics
SUBJECT: Biology

For many years, The Lanplighter School has maintained a barnyard and the senior class of fourth graders has owned a chicken business. The Lamplighter Layers Corporation. They care for the barnyard animals as well as raise chickens and sell eggs. They developed a database to keep track of their animals' health, egg production, sales, costs to the corporation, jobs completed, and needs in the barnyard. With a small database, the elected treasurer can easily keep track of stock purchases, income from egg sales, and outgoing expenses.

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

Teachers have 3-4 graders use databases to record their initial discoveries in researching. It has made researching much more compelling and report writing much simpler. The storing of information on each child's disk is more dependable and flixible than recording on paper. When the child develops questions he desires to answer, those become headings for each database. For instance, if he/she is researching birds of prey, he may design fields for habitat, life span, number of eggs, prey, enemies.... Once the data is collected and recorded, with a database print out in hand, this information leads easily to outlining and finally to a finished report written in children's language instead of encyclopedia language.

Second graders utilize a database for analyzing characters from fairy tales in reading class. They enjoy having access to all that information in one organized system. Because they can enlarge or shrink a field, add or delete fields, update data, change incorrect data, or move a whole field to a new location, the grid is easy to work with and appealing to children.

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History

The use of databases has entered Lamplighter history and geography studies. The children are already learning the location of states and capitals but it seems to be easier and more fun to record this data and print out their own

information for study. Each student, or pair of students, can include the required and other topics of their choice, such as when that state entered the union, population, size, number of military bases, states which border it, and so on. All of the research and input into the database provide the students iwth understanding and reinforcement of the material covered. The immense flexibility of this technology makes the child's research more personal and therefore more interesting to that child. It is a significant improvement over a teacher made grid which has to be completed in a predetermined way.

Another example of using a database to collect and organize information has been the development of a time line by the students. After first researchng and listing ten historical events and their dates the students developed a database for their information. Their fields included date, location, event. After logging information from the whole class it was then very revealing to sort the events in chronological order and to note the length of time between events. The database allows much more material to be covered in a shorter time and significantly more time is available for meaningful discussion of those events.

SCHOOL: Lanier Middle School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Houston, TX
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Dr. Pisapia 8/93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Teachers at Lanier Middle School develop lessons with hypercard stacks and computer generated bar codes. The school has a computer checkout and a textbook waiver program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Videodisc, SEEP software.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Student checkout

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Hypercard
Bar Codes
Videodisc

SCHOOL: Leblanc Middle School

D. NAME: Calcasieu Parish Public School District

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Lake Charles, LA
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.: Gerald Connors

SOURCE: Electronic Learning 2/93, p. 22

SCHOOL TYPE: 2
PLAN (Y/N): N
DISTRICT WIDE: N
SCHOOL BASED: Y

CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Advisory team teaching, teachers meeting on a regular basis with small groups of students and has been recognized as critical to middle school education,and a healthy access to technology has changed the way students and teachers interact at LeBlanc Middle School.

Although LeBlanc is located in an older part of town with a community associated with drug problems, it has been regaining a positive self image. On standardized testing, Leblanc has scored in the top five of the district's schools since 1989.

Leblanc is next on the list to receive the Tech 2000 SmartLab.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

As of February 1993, Leblanc is next on the list to receive the Tech 2000 SmartLab.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Teachers at LeBlanc who utilize technology stay away from lecture and notetaking to instill excitement for learning in their students. They let students explore more on their own.

FACILITIES PROFILE:

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

SCHOOL: Lee's Summit Elementary School

D. NAME: Lee's Summit Reorganized School District No. 7

LAST:	Young	FIRST:	Carolyn
SAL.:	Ms.	TITLE:	Library Media Specialist
STREET:	110 S. Green	CITY:	Lee's Summit, MO
ZIP:	64063		

EMAIL:
PHONE: (816)524-2845 EXT.:
FAX: PRIN.:

SOURCE: Electronic School, 9/92, p. A43

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The 300 students at Lee's Summit Elementary School have access to a state-of-the-art multimedia interactive technology lab in the school's media center, known to students as the M&M lab. This technology lab was set up in 1991 with the help of grant funding from the National Foundation for the Improvement of Education for library media specialist Carolyn Young's preposal "Global Education in the Age of Technology."

ORGANIZATIONAL PROFILE:
MISSION: for students at Lee's Summit to be able to create their own learning through a state-of-the-art interactive technology lab.

TECHNOLOGY PROFILE:
Apple Macintosh Computers, videodisc players, laser bar-code scanning wants, an optical scanner, a Canon Xapshot RC-250 digital camera, CD-ROM players, a voice digitizer, Apple HyperCard software, and a modem which links the lab with other school computers.

RESOURCES PROFILE:
FUNDING: Carylon Young received a Christa McAuliffe Fellowship of $33,000 from the National Foundation for the improvement of Education for her preposal "Global Education in the Age of Technology. With this money, Young set up the school's multimedia lab.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
For library media specialist Carolyn Young's kick-off project using the new technology lab (1991-1992), each grade investigated different aspects of the town of Lee's Summit, such as

history, business, religion, education, and geography. Students reproted their findings in the form of multimedia presentations (using HyperCard software) including color imates, automation, graphics, sound, and scanned photographs.

Students at Lee's Summit continue to use the technology lab to work on additional long-term projects that enhance learning through revision and continuity. Students stop by the lab in their free time to work on their projects and then store their creations for further development.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Multimedia
  - Graphics
  - Bar Codes
  - CD ROM
  - Digital / optical
  - Hypercard
  - Videodisc

SCHOOL: Lexington Center Sch. for the Deaf

D. NAME:

LAST:	Rich	FIRST:	Carol
SAL.:	Dr.	TITLE:	
STREET:	30th Ave and 75th Street	CITY:	Jackson Heights, NY
ZIP:	11370		
EMAIL:			
PHONE:	(718)899-8800	EXT.:	
FAX:		PRIN.:	

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N

MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: Y

STAFF DEVELOP.: N
NETWORK (Y/N): Y

BRIEF DESCRIPTION:
Lexington School for the Deaf attempts to utilize computer- communications technology to battle the constraints of line-of-sight communications which face teachers of deaf students. They participated in a pilot project called the Literacy Network in 1988, and the "VISION: Test" Project in 1991.

ORGANIZATIONAL PROFILE:
GOAL: to immerse deaf students in a print environment devoted to scientific study. This project was designed to address teh teaching of science and students' literacy levels.
RATIONALE: Lexington faces two major problems: low student achievement, and the impenetrability of written English for deaf students.

TECHNOLOGY PROFILE:
Lexington technologies include: a local area network developed by the Center for Children and Technology at the Bank Street College of Educaion specifically to aid in the teaching of earth science in inner city schools; eight Apple IIGS computers; Bank Street Writer, Bank Street Filer, and Writer software programs; electronic mail between teachers/students/administration; Literacy Network program.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Teachers utilize a computer network in teaching their deaf students which allows for reading and writing to become natural forms of communication for both intellectual and social purposes.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation

Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Telecommunications
E-mail
Student Productivity
E-mail

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

Lexington students improve their writing abilities through the use of computer network for dialogue and class discussions.

The ENFI network program allows students in a classroom to communicate over a computer network. The software provides each student with a scrollign display of ongoing conversations and allows them to compose their own contributions before sending them into the stream of conversation. This omits the major limitation of line of sight communication, because all participants have a record of all the contributions to the conversation and do not miss messages because they were not looking.

In this environment, writing is not a disembodies school activity, but is embedded in a set of pruposeful learning activities, and involves students in communication with a number of audiences.

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

During 1988, Lexington participated in a project which immersed a group of its deaf students in a print environment totally devoted to scientific study. The project was designed to address teaching of science and students' literacy levels. Fifteen students, two science teachers, a computer coordinator, and research personnel participated in this project which presented units on: weather, rocks, minerals, and plate tectonics.

Throughout the project, much teacher/student interactiion relied on printed language transmitted through a system of computers linked into a local area network developed by the Center for Children and Technology at the Bank Street College of Education. The network is specifically geared to aid in the teaching of

earth science in inner city schools. Students and teachers communicate with each other through electronic mail.

GENERAL FIELD OF STUDY: Special Education

SCHOOL: Lincoln Elementary School - NE

D. NAME: North Platte Public Schools

LAST:	Bishop	FIRST:	Diann
SAL.:	Ms.	TITLE:	
STREET:	200 West Ninth	CITY:	North Platte, NE
ZIP:	69101		
EMAIL:			
PHONE:	(308)535-7138	EXT.:	
FAX:		PRIN.:	

SOURCE: Marla Dowse,NP Public Schools 10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
There are three computers in every classroom at Lincoln Elementary School and an Ethernet network connects all rooms in the school. Students can use the schools authoring station so they can create multimedia presentations. Library automation was in progress in 1992.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Lincoln Elementary school has: MacLCIII and Centris 610 Computers, three computers in every classroom, an authoring station for creating multimedia presentations, a building server, a library server (library automation in progress in 1993), and an Ethernet network connects all rooms in the building.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia

SCHOOL: Lincoln Elementary School - NJ

D. NAME:

LAST:	Price	FIRST:	Betty
SAL.:	Ms.	TITLE:	
STREET:	325 Mason Avenue	CITY:	Wyckoff, NJ
ZIP:	07481		
EMAIL:			
PHONE:	(201)848-5720	EXT.:	5728
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T '93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Lincoln Elementary School have access to the AT&T Learning network utilizing telecommunications and distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

SCHOOL: Lincoln Junior High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Kensoha, WI
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Lincoln Junior High School received an $800,000 grant from Apple in 1990 to develop ESL and multimedia experiences for staff and students. The school serves ad a beta-test site for various software vendors and a model technology site for the district.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English As A Second Language

SCHOOL: Lincoln Preparatory High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: San Diego, CA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: AppleCommunityAffairs NEws Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Eleventh grade students at Lincoln Preparatory High School use technology with their interdisciplinary quality environmental projects. The school received $2500 from Apple in 1991 to support their innovative uses of technology.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Multidisciplanary
SUBJECT: Earth Science/Weather
Eleventh graders integrate science, math, and language arts as they easure the environmental quality of their community and extend their studies beyond their immediate environment to their region, country, nad their world.

SCHOOL: Linnwood Elementary School

D. NAME:

LAST:	Burton	FIRST:	Linda
SAL.:	Ms.	TITLE:	
STREET:	1415 Ball Street	CITY:	Lafayette, IN
ZIP:	47904		
EMAIL:			
PHONE:	(317)449-3750	EXT.:	
FAX:		PRIN.:	

SOURCE: Ms. Eileen Steele 317-449-3230

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Linnwood Elementary School is involved in a combined process of using whole language instruction in a TQM environment. Technology tools which are being used include: still and motion video, classroom computers, and a publication center with a color scanner and printer.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer
Camcorder

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Video Editing/TV Production

SCHOOL: Lisle High School

D. NAME: Lisle School District

LAST:	Pippen	FIRST:	Randy
SAL.:	Mr.	TITLE:	Teacher
STREET:	1800 Short Street	CITY:	Lisle, IL
ZIP:	60532		
EMAIL:			
PHONE:	(708)971-4370	EXT.:	
FAX:		PRIN.:	Ron Logeman

SOURCE: NSBA10'92prsntn/8/93CalculatorWkshp

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The math department of Lisle High School combines electronic presentations with the use of the TI-81 graphing calculator.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The TI-81 graphing calcualtor.

RESOURCES PROFILE:

Lisle lets students either purchase a new calculator ($68), a use calculator ($48), or rent one for the schoolyear ($20) to fund some of their math program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Calculators

TECHNOLOGY FOCUS INFORMATION:
Calculators

INSTRUCTIONAL STRATEGY INFORMATION:
Problem Solving
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors

GENERAL FIELD OF STUDY: Mathematics

The TI-81 Graphing Calculator is used in math classes at Lisle High School to encourage mathematical exploration.

Curricular changes include: projects, applications, open-ended problems, exploratory learning using technology, added emphasis on concepts, emphasis on approximation and estimation.

Teaching changes include: cooperative learning, use of technology, writing in mathematics, awareness of cognitive and pedagogical issues, build a basis, shore up backgrounds.

Student Assessment evaluation standards include students successfully attempting to: formulate problems, solve problems/various strategies, generalize solutions, communicate mathematics, verrify and interpret results, integrate concepts, make connections.

SCHOOL: Live Oak Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Live Oak, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffiarsNews Spring 91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Students at Live Oak Elementary School, located in a small farming town, work collaboratively with teachers and their community (inlcuding the sheriff's office, the planning department, and the chamber of commerce) in putting together profiles and demographic studies of the town of Live Oak. They also work on a repository of Live Oak stored on hypermedia and available on videotape to the entire community. The school received $2500 from Apple in 1991 to support the innovative uses of technology here.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Multimedia
Camcorder

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Video Editing/TV Production
Hypercard Stacks

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Live Oak Middle School

D. NAME:

LAST:	Adamson	FIRST:	Larry
SAL.:	Mr.	TITLE:	
STREET:	2082 Pennington Road	CITY:	Live Oak, CA
ZIP:	95953		
EMAIL:			
PHONE:	(916)695-2189	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Live Oak Middle School participates in the AT&T Learning Network, thereby incorporating telecommunications into their curriculum, and offering additional coursework through distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

SCHOOL: Locke High School

D. NAME: Los Angeles Unified School District

LAST:		FIRST:	
SAL.:		TITLE:	
STREET:	325 East 111th Street	CITY:	Los Angeles, CA
ZIP:	90061		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 1 p. 183 3/21/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Locke High School has a multimedia classroom of the future (the ENTER-TELE-MEDIA ACADEMY) which focuses on the premise that student gifts and talents need to be identified, valued, nurtured, and rewarded in an environment that allows for the complete development of those gifts.

ORGANIZATIONAL PROFILE:
MISSION: to accept the responsibility as educators to identify and develop students' gifts and talents through an educational program which develops them in a flexible multi-purpose environment.

TECHNOLOGY PROFILE:
Locke's ENTER-TELE-MEDIA ACADEMY classroom is

the prototype of the hyper-tech classroom of the future.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The focal point of Locke's EMT Academy classroom is the relationship between a young mind and a computer. Its uniqueness lies in its expanded use of new technologyies which allow students to gain more control over self expression and access to information related to the use of their personal talents in the contemporary job market. The curriculum and instructional program for the use of computers was developed around the specified areas of industry opportunity: cinema/film, music, writing, editing, publishing, art, design, photography, accounting, sales, science, and travel.

Students develop the following general skills in the EMT classroom: 1) access, process and report information, 2) collaborate successfully with others, 3) communicate effectively with varied audiences for varied purposes throug varied means, 4) conceptualize, plan, develop, and market a potentially saleable product, and 5) identify and pursue a specific career option which utilizes the outcomes of ETM participation.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Productivity
Multimedia

SCHOOL: Lower Brule School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Lower Brule, SD
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Lower Brule School is located on an Indian Reservation. It makes use of electronic information technologies, offering its students access to on-line services. In one program, students focus on economic development and community problem solving within the reservation, studying its impact on tribal government. Technology enables studetns to access online databass, communicate online, and develop presentations using hypercard and desktop publishing.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computer in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research

Databases
On-line Services
Student Presentation
Hypercard Stacks
Desktop publishing

GENERAL FIELD OF STUDY: Business / Economics

SCHOOL: Luther Burbank High School

D. NAME: Sacramento City Unified School District

LAST:	White	FIRST:	Daryl
SAL.:	Mr.	TITLE:	
STREET:	3500 Florin Road	CITY:	Sacramento, CA
ZIP:	95823		
EMAIL:			
PHONE:	(916)399-5100	EXT.:	
FAX:		PRIN.:	Mr. L.C. Johnson

SOURCE: B.Clifford/ N.Wai/R.Hood/B.Saunders

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Luther Burbank High School's campus covers over 50 acres and has 1600 students. It became one of the three Sacramento City Unified School District's Model Technology Schools for the 1989-90 school year. In addition to being a MTS school, Burbank also houses a magnet program (the Academy of Math, Science, and Engineering), programs for limited English speaking students, and a large special education program which is recognized to be a model in the state for orthopedically handicapped students.

ORGANIZATIONAL PROFILE:

VISION: District wide vision is to move students from being passive recipients of information to being active, creative problem solvers with the aid of technology and careful curriculum development.

IMPLEMENTATION PLANNING: The 89-90 and 90-91 school years were implementation years for Burbank. Emphasis was on capital

improvements, hardware installation, and initiatial training and curriculum integration. The originial plans included networking the entire school (computer and video) and retrofitting necessary.

Plans for 1993 included a campus television station. Students will produce campus broadcast news, weather and sports which can be sent to every classroom at any given time. Student campaign speaches can be broadcast this way. These speaches are recorded and catalogued for later viewing. The school hopes to create a library of locally developed educational tapes. Teachers and students inovative lessons and projects can be shared over the network, throughout the district, and elsewhere.

CURRICULUM: While technology is already being used to support curriculum in several departments, the formal curriculum work that is part of the MTS has not yet begun. Social studies teachers began to look critically at content in the 1992-1993 school year as they explored the potential of networking.

District wide curriculum development directives are as follows: 1) determine state and local objectives; 2) assess the needs of the learners; 3) identify the instructional objectives (long and short student outcomes); 4) verify curriculum allignment; 5) examine options for integration into thematic unit of instruction (multidisciplinary approach); 6) sequence objectives; 7) identify learning activities; 8) select instructional materials; 9) identify a method of evaluation.

TECHNOLOGY PROFILE:

Luther Burbank has a schoolwide computer and video network; an Information Center; two technology classrooms each with 5-6 computers and a 26" monitor; six computer laboratories; a technology program for orthopedically handicapped students; a schoolwide token ring network installed in 1992 (with 16 portable cart stations with a 27" monitor, computer terminal, s-video, interfact and cable to connect to the network); not only a network connection in each room, but also a wall mounted television monitor networked to the MTS Information Center--this video network is controlled by a master computer control station which schedules cable channels, laser disk and VCR output to classes. There is a math lab. Each teacher has a teacher workstation. Plans in 1993 included campus television.

The Information Center has networked computers with various software capabilities, laser discs, video players, cable channels, electronic encyclopedias, news wire services, and the school-wide TV/Computer network. It makes available a new world of learning for all students.

SOFTWARE: The school has assecc to the following

software: Microsoft Works, PageMaker 4.0, Splash (graphics), PC Globe (an online service), Logo, Pascal.

RESOURCES PROFILE:

FUNDING: In addition to housing the MTS project, Burgank is also a Chapter I school.

TRAINING: Training the first years of the project were targeted to specific departments because of the size of the faculty. In 1990-1991 training began with a two day workshop on integrating the writing process with word processing for the language arts department, and other departments joined in.

Teachers were also given training in the operation of the network and the Information Center. New teachers to the staff are given individualized trianing and instruction by the site technology resource teachers. Afterschool workshops have been scheduled for training teachers how to set up, maintain, and perform minor repair on their teacher workstation.

On the district level, the staff development plan encourages a system that enables teachers the opportunity to take the hard/software home. The staff development plan, begun in August 1989, was organized to support the district's Networking Teaches Study. Their goals are as follows: 1) encouraging a comfortable environment for change; 2) supporting confidence in the quality of the program; 3) providing ongoing assistance for teahcers.

District development strives to nurture teachers' enthusiasm and competence in delivering effective instruction, asn saw the unprepared teacher as the critical obsticle to the successful implementation of technology based educational programs.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

Implementation plans included any retrofitting necessary for an Information Center with two technology classrooms with 5-6 computers and a 26" monitor. An architect assisted with the design of these rooms. In addition, a science classroom was converted into a wet/dry lab during the implementation stages of 89-90 school year.

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia
Laser Disc
VCR

INSTRUCTIONAL STRATEGY INFORMATION:
Tools
Simulation
Problem Solving

TOOL FOCUS INFORMATION:
Student Research
Databases
Student Development
Wordprocessors
Graphics
Desktop publishing
Student Productivity
Graphics

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art
The school opened a new graphics lab in Fall, 1988. One of the most popular classes is Graphics Communications. The lab houses 21 computers, a laser printer, a scanner, and multiple image writer printers. This lab can be used by students enrolled in classes such as School Annual, Titan Newspaper, and Applied Office Skills.

GENERAL FIELD OF STUDY: Business / Economics
The business department has a computer lab of 30 Motorola computers donated by a state agency.

GENERAL FIELD OF STUDY: Computer Science / Technology
In Burbank's Academy of Math, Science, and Engineering, students are required to take three full years of computer science. In addition to learning LOGO, Pascal, a variety of applications programs, and problem solving strategies, students are given hands-on experiences with hardware installation and trouble-shooting.

Using an XT mother board, a power supply, a floppy drive, a video controler card, an IO card, a floppy controller, a speaker, a keyboard, a monitor and cables, students assemble a working computer outside its case. Manuals are used to set uppropriate dip switches, and the system is

tested and placed on the network. Programming is important to the computer science curriculum, but being able to survive as a computer user in the growing maze of hard/software is a significant part of the curriculum here.

GENERAL FIELD OF STUDY: English / Langauage Arts

Rita Donahue, Barbara Saunders, and Gail Barham, all English teachers at Luther Burbank, teamed up in 1992 to develop a Chapter I/non-Chapter I computerized course of study for literature. The course included computerized questioning of the student sin relation to three novels. This computer integrated literature series involves computer-based exercises that assist in story, plotline, and character analysis of novels. The units can be done individually or cooperatively. Interactive dialogues occurred appeared to motivate students to write paragraphs after discussions.

SUBJECT: Journalism

Twelve year newspaper advisor veteran Barbara Johnson has fully incorporated desktop publishing software/technology into her journalism class. Students no longer do paste up of articles, all done on computer.

GENERAL FIELD OF STUDY: English As A Second Language

There is an ESL/CAI lab to help students to become proficient in English nad have special programs for limited English speaking students. Beginning in 1969, Sacramento City District Multilingual Director Dr. Lopez began exploring the idea of using CAI in classrooms with Limited English Proficiency (LEP) students. By 1990, the school opened this CAI lab which offeres a pull-out program for about 125 of the 300 LEP students at Luther Burbank. This lab operates on a local area network and houses 11 IBM PS/2 workstations and two stand-alone Apple IIe computers. They have a broad variety of software programs available as well in the lab (45 language arts, 10 math, 16 science, and 2 wordprocessing).

Additional resources for ESL at Burbank include Olga Chase, fluent in Russian; Florence Chan - Cantonese, Mandarin, Shanghaidialect,s and some Japanese; Joanne Yee - Cantonese; and Alex Vellanoweth is a Luther Burbank Bilingual Resource Teacher.

GENERAL FIELD OF STUDY: Mathematics

The school houses a math lab with 25 computers. Teacher Kent Neuerburg helped organize the purchase selection of the hard and software.

GENERAL FIELD OF STUDY: Science

SUBJECT: Biology

COURSEWARE: "Dissection of a Shark" and "of a Worm"

Luther Burbank has access to the district-wide programs "Dissection of a Shark" and "... a Worm." Both are designed for use in grades 4-12. The level of presentation varies with the grade. Technologies utilized include a VCR for a viewing of video tapes of the same name, produced in cooperation with the Sacramento Educational Cable Consortium. Both have an accompying 30 page guide as well. Students view the tape and then the teacher follows the guidelines for dissection in the guide.

GENERAL FIELD OF STUDY: Social Studies

SUBJECT: History

Social Science Deptartment Chair John O'Neil has his college prep and non-college prep US History students use the online world-wide geography/almanac program, PC Globe, in the school's Information Center. When done with their assignment to list specific information about 15 nations of their choosing, students are given time to roam around the world looking at information. Before this brouse time, many students had not known the meaning of infant mortality rate, Gross National Product, etc. Social Studies teacher Millie Harless makes use of the Information Center to teach her students how to prepare reports on computers.

GENERAL FIELD OF STUDY: Special Education

SUBJECT: Orthopedically Handicapped

Burbank has a large special education program which is recognized to be a model in the State for orthopedically handicapped students.

SCHOOL: Lyons High School

D. NAME:

LAST:	Mills	FIRST:	Mark
SAL.:	Mr.	TITLE:	Principal
STREET:	PO Box 619	CITY:	Lyons, CO
ZIP:	80540		
EMAIL:			
PHONE:	(303)823-6631	EXT.:	
FAX:		PRIN.:	Mark Mills

SOURCE: R. Donahoo, NSBA

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Lyons High School utilizes technology in all phases of daily workload. Plans are for all teachers will keep attendance and recording student grades on compters that are networked to the central office. The school was rebuilt around a high tech core.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The techology core of the school features a technology lab, a Macintosh lab, a computerized media center, a video production room, and a teleteaching classroom linked via TI/CODEC to an alternative school in Longmont Colorado.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications
Distance learning
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Lyons Township High School

D. NAME:

LAST: Cummins FIRST: Jerry
SAL.: Mr. TITLE: Head of Math Department

STREET: 100 South Brainard CITY: Legrange, IL
ZIP: 60525
EMAIL:
PHONE: (708)579-6306 EXT.:
FAX: PRIN.:

SOURCE: Calculator Workshop Pamphlet 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Math students use calculators and cooperative learning in their classes at Lyons Township High School.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Calculators

TECHNOLOGY FOCUS INFORMATION:
Calculators

GENERAL FIELD OF STUDY: Mathematics
Students use calculators in class.

SCHOOL: MacArthur Elementary School

D. NAME:

LAST: FIRST:

SAL.: TITLE:

STREET: CITY: Daytona Beach, FL
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
MacArthur Elementary School makes full usage of technology to assist its administration. Students use telecommunications and various technologies in their studies.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Josten's ILS (distrubited stored on CD ROM), e-mail, CD ROM, onine catalog, media research tools, computer managed learning system software, producitivity software for students, production software graphics (including text scanner, laser printers, desktop publishing), talking software (including voice recorders, probeware), TV studio.

Professional tools include: teacher workstation in every room, educator home stack, word processors, spreadsheets, databases, presentation software, word perfect office software (calander, e-mail).

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
There is a workstation in every classroom. Teachers utilize: educator home stack, word processors, spreadsheets, databases, presentation software, and word perfect office (calander, e-mail).

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:
The school has worked towards retrofitting their building to fit technology and have installed a novell network.

ACCESS INFORMATION:
School-wide network
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
E-mail
Student Research
CD ROM
On-line Services
Student Development
Desktop publishing
Wordprocessors
Graphics
Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

SCHOOL: Machias High School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Machias, ME
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Machias High School is in a partnership with the University of Maine at Machias, which provides online technical support in curriculum development and evaluation.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: Machias received a $800,000 grant from Apple in 1990.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Madera High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Madera, CA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Madera High School conducted a collaborative biology/english project that analyzed, identified, and proposed ideas and solutions to biological/ecological systems. Significant to this curriculum is the study of local ecosystems, including the riparian habitat of the San Joaquin River.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: In 1991, the school received $2500 from Apple Computer Inc to support the non-traditional aspects of their innovative uses of computers.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

GENERAL FIELD OF STUDY: Science
SUBJECT: Biology

SUBJECT: Earth Science/Weather

SCHOOL: Madison Elementary School

D. NAME:

LAST:	Hill	FIRST:	Wanda Marie
SAL.:	Ms.	TITLE:	Music Teacher K-5
STREET:	4730 Colby	CITY:	Everett, WA
ZIP:	98203		
EMAIL:			
PHONE:	(206)356-4595	EXT.:	
FAX:		PRIN.:	

SOURCE: Electronic School 9/92, p. A46

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N

MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: N

STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
Music students at Madison Elementary School have access to a great deal of technology in their classes.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Music Keyboards
Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Music Keyboards

GENERAL FIELD OF STUDY: Music
Music students at Madison Elementary learn rythm, composition, and presentation with the help of a computer software, a Kawaii music synthesizer, an Alesis drum machine, and a Macintosh computer.

SCHOOL: Madison Middle School

D. NAME: North Platte Public Schools

LAST: Hassel
SAL.: Mr.

FIRST: Lenny
TITLE:

STREET: 14th and Madison Streets
ZIP: 69101
EMAIL:
PHONE: (308)535-7126
FAX:

CITY: North Platte, NE
EXT.:
PRIN.:

SOURCE: Marls Dowse, NP Public Schools10'93

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:

Madison Middle School is technology intensive. There is one computer in every classroom. All rooms are connected by an Ethernet network which runs throughout the building. The school has multiple comptuer labs. Students use multimedia to create presentations. The library is automated.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

There is an automated library and a library server, a building server, a multimedia station for creating multimedia presentations, one networked computer in every classroom, a building server, an Ethernet backbone network, Mac LCIII and Centris 610 and 600 comptuer, and multiple compuer labs.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:

- Classroom Computer(s)
- School-wide network

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools

TOOL FOCUS INFORMATION:

- Student Presentation
  - Multimedia

SCHOOL: Maine East High School

D. NAME: Public School District 207

LAST:	Hicks	FIRST:	Kay
SAL.:	Ms.	TITLE:	
STREET:	111 South Dee Road	CITY:	Park Ridge, IL
ZIP:	60068		
EMAIL:			
PHONE:	(708)825-7711	EXT.:	
FAX:		PRIN.:	

SOURCE: Interface newsletter Winter 92

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Five teachers and 100 students at Maine East High School participated in Project Homeroom, a 2-year cooperative pilot project between Ameritech Telephone Company, Centel, and IBM extending 1990-92.

ORGANIZATIONAL PROFILE:

PROJECT HOMEROOM: This intiative provided students with computers and modems for their persoanl use so that they could work with computers at school in their daily work and continue working at home in the same manner.

Participation also gave teachers and students the opportunity to communicate via computer messages during afterschool hours and work collaboratively with other students on projects. Participating students attended special classes in English, math, science and social science which were designed to complement computer programs. Lecture and homework assignments also corresponded with computer software.

CURRICULUM: This project also planned to introduce a curriculum which would treat different subject areas across the curriculum and made it necessary for a tighter working relationship between teachers. Five teachers with home computers volunteered for the team teaching pilot program.

TECHNOLOGY PROFILE:
There is a computer writing lab. Student in the PROJECT HOMEROOM program were given computers with modems so that they can download their homework assignements on their teacher's computer file basket overnight.

RESOURCES PROFILE:
FUNDING: the total cost to the district for thei program was estimated at $53,100, which included one $11,000 teaching salary and computer equipment expenses.

ADMINISTRATIVE USES OF TECHNOLOGY:
In PROJECT HOMEROOM, students downloaded their homework assignments into their teacher's computer basket in the evening. Overnight, the system analyzed the homework and corrected it. This alerted the teacher to difficult concepts which permitted the teacher to change instructional plans when necessary.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
During afterschool hours, the five team teachers on the pilot project can tutor students who have problems with homework through the computer.

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Student Communication
E-mail

SCHOOL: Mainland Senior High School

D. NAME: Volusia County School District

LAST: Fisher FIRST: Cindy

SAL.: Ms. TITLE: MTS Facilitator

STREET: 125 S. Clyde Morris Blvd. CITY: Daytona Beach, FL
ZIP: 32114
EMAIL:
PHONE: (904)252-0401 EXT.:
FAX: (904)252-0359 PRIN.: Tim Huth

SOURCE: Dr. Freeman Coney

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Mainland is one of Florida's Model Technology Schools. Their journalism department stands above other disciplines in its technology use. The school yearbook is published on desktop and photographs are done with Photo CD.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Computer integration began in 1990-91 with purchase of 25 IBM computers, 4 Macintosh II computers, a scanner and a laser printer. They later purchased PageMaker 4.01 and Aldus Freehand, tutorials, templates, and graphics. Later, 4 more computers were purchased, the system was updated to 7.01 and PageMaker to 4.2. The school uses an electronic gradebook. There is coaxial distribution of Television from the media center throughout the school.

RESOURCES PROFILE:
FUNDING: Josten's Inc. helped Mainland purchase PageMaker 4.01 and Aldus Freehand, and supplied tutorials, templates, and graphics free of charge. Additional funding for journalism department came in Spring 1992 when Mainland became the Alpha School for the Eastman Kodak-Josten's Photo CD project. In exchange for the equipment and supplies, the yearbook advisor and model school coordinator will be advising Josten's and Kodak at the corporate level concerning the practical uses of Photo CDs in journalism.
TRAINING: During the summer of 1991, all Florida

MTS schools became geographical instructional technology training centers. Mainland discovered a unique solution for staffing the workshops they needed to offer fellow teachers. They established a cadre of student tutors. The students provided assistance and support to the visiting school teams attending the summer workshops. Feedback was favorable.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

At Mainland, a conscious decision was made to concentrate resources in the classrooms and media center. This was done in part because funds did not seem to allow for all the curriculum initiatives Mainland was attempting at the same time as installing a school wide network.

Local Area networks (LANs) required some modifications to the facility. In some classrooms was a concern. A total of #30,000 was spent to rewire, provide new lines, provide unswitched power, or combinations of these in 14 classrooms. These have the heaviest concentrations of equipment. Futher modifications were built into existing plans for remodelling three science labs.

GOAL: to connect existing LANs with all classrooms and the media center. As of May 1993, conduit has been installed along the main corridor and perpendicular to the classroom wings for about $300 using the school's own labor. The basic topology will be Token Ring. Each MSAU will connect to a bridge machine which will distribute via extender on baseband. Cost of this in eight areas will be about $30,000. This does not include the wire which will be fiber optic between classrooms wings and copper for baseband within the building.

As of May 1993, Mainland has a coaxial distribution of television from its media center. Plans for data cabling never included changing this video and sound systme until the recent discussions of Digital Video Interactive (DVI).

Connecting four IBM LANs will be accomplished by August 1992, without including the campus areas of the auditorium, gym, weightlifting room, drivers ed area, drafting, and the 25 portable classrooms.

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Desktop publishing
Hypercard Stacks
CD ROM

GENERAL FIELD OF STUDY: Art
Mainland students design Hypercard stacks to accompany laser video disc program used called "National Gallery of Art" and another called "Van Gogh Revisited."

GENERAL FIELD OF STUDY: English / Langauage Arts
COURSEWARE: AP Senior Honors Classes

Dr. James Carlin, Language Arts Dept. Head, likes to desigh HyperCard stacks to accompany some of the laser videodisc programs he uses with his senior Honors and AP English classes. As of May 1993, he was using "The Story of English" five discs (the award winning PBS series on the history of the English Language) with his senior Honors class. He programs the discs with Hypercard so that he can use smaller segments of the program with ease in class. He also has the option of accessing these segments by using a barcode scanner and the bardoces that came with the program.

SUBJECT: Journalism
COURSEWARE: Aldus PageMaker

Mainland High School began using computers to publish the school yearbook during the 1990-91 school year. The 1992 yearbook staffproduced the entire 300-page yearbook on desktop despite the fact that not a single staff member knew how to operate PageMaker when school opened in the fall of 1991. Computer usage was overwhelming with, students waiting in lide during classes as well as coming in after school and on weekends in order to obtain computer time. As of early 1993, 49 students were enrolled in two journalism classes where knowledge of PageMaker is required.

In the Spring of 1992, Mainland was invited to participate in a new digital image photography project and became the Alpha School for the

Eastman Kodak-Josten's Inc. Photo CD project. The 1994 yearbook was planned to be published totally with Photo CD images.

GENERAL FIELD OF STUDY: Mathematics

SUBJECT: Geometry

Mainland students have access to a supposer in their math class as well as IBM Geogmetry on IBM computers.

GENERAL FIELD OF STUDY: Science

SUBJECT: Biology

Biology teacher Teresa Northup integrates the laser videodisc playeer into every class that she teaches (Anatomy and Physiology as well).

Ms. Johnnye Griggs, Science dept Head and biology teacher, found laser videodisc players and computers to be highly motivating peices of equipment. Her students used the contents of the videodisc to travel to many countries, enlightening their classmates about animal life around the world. They choose their favorite vertabre and gave ten minute oral presentations to the class. They would introduce their vertebrate by use of the videodisc and culminate their presentation by showing specific lifestyles.

Mainland has a Macintosh biology viewing lab where "Living Textbooks" help students research topics through "Living Textbook" word searches. A unit is taught on reproduction with interactive NOVA: The Miracle of Life.

SCHOOL: Maitland Middle School

D. NAME:

LAST:	McCullen	FIRST:	Caroline
SAL.:	Ms.	TITLE:	Teacher
STREET:	1901 Choctaw Trail	CITY:	Maitland, FL
ZIP:	32715		
EMAIL:			
PHONE:	(407)647-4432	EXT.:	
FAX:		PRIN.:	

SOURCE: Research 10/93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N

MATERIALS: N

BRIEF DESCRIPTION:
Maitland Middle School is part of the AT&T Learning Network, which is a curriculum based teaching tool that lets students in diverse geographical locations work together. In 1991, Caroline McCullen's students communicated with students in Los Angeles following the Rodney King trial using e-mail.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
E-mail
Telecommunications

GENERAL FIELD OF STUDY: Communications / Mass Media

SCHOOL: Majestic-Knoxville Elementary Sch

D. NAME: Pike County School District

LAST:		FIRST:	
SAL.:		TITLE:	
STREET:	PO Box 199	CITY:	Majestic, KY
ZIP:	41547		
EMAIL:			
PHONE:	(606)456-398	EXT.:	
FAX:		PRIN.:	

SOURCE: Mr. Jim Dezell, EDUQUEST, 10/7/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Majestic-Knoxville Elementary school is completely restructured. There are no rows at all, all classrooms are arranged in cluster format around workstations. The teachers serves as moderator rather than teacher. Grades are not existing, rather K-1 is a group, 2-3 is a group, and 4-6 is a group. Students progress through these groups at their own rate, which is not necessarily on a 9 month calandar. The slower 6th graders tutor 4th graders to gain confidence and learn material by teaching it.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Manaugh Elementary School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Cortez, CO
ZIP:	
EMAIL:	
PHONE:	EXT.:

FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Studnets at Manaugh Elementary School will be able to utilize culturally rich local resources and computer technology to enhance and expand writing, research and communication skills. Hands-on ulturally relevant experiences adn activities will focus on visual, auditory, and tactile/kinesthetic learning styles. Studentes will gain access to tribal archives via telecommunications and share ideas with area agencies.

In 1991, the school received $2500 from Apple to support their innovative uses of computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Communication
  - Telecommunications

GENERAL FIELD OF STUDY: English / Langauage Arts
- SUBJECT: Writing

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

SCHOOL: Manzanita Elementary School

D. NAME: Monterey Peninsula Unified School District

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Seaside, CA
ZIP:	
EMAIL:	
PHONE: (408)655-5011	EXT.:
FAX: (408)899-1649	PRIN.: Carol Lenters

SOURCE: Dr.P8/93; Apple Computers info pack

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Visitors to this school will see "an active faculty working with administration and students to provide opportunities for proactive participation in lessorn which utilize different aspects of technology," said principal Carol Lenters.

ORGANIZATIONAL PROFILE:
VISION: Monterey District Model Technology Schools Goals:
-To demonstrate instructional technology use to support curriculum reform
-To develop models for training teachers, administrators, and classified support staff members
-to support and disseminate research findings on instructional, administrative, and home-school uses of technology product development
-to determine facility standards
-to disseminate results to policy makers and educators.
IMPLEMENTATION: Manzanita follows the Monterey Model Technology Classroom Intervention Plan (CIP) Matrix. This matrix provides a brief description of each MMTS application of educational technology, the level

of emphasis for each MMTS "proactivity" and "curriculum" objective, and the type of "technology use."

TECHNOLOGY PROFILE:

Library Technology Configuration: IBM PS/2-60 networked todistrict LAN; Circulation Plus catalog and inventory system; Apple IIr workstation; Macintosh/CD ROM student research station; ITV teaching station/ITV tape library; telecommunications center; Video Editing Bay for student use.

Classroom technology configurations: ITV teaching stations in each classroom; 2 Laser disc players and imageware collection for intermediate student use; 7 camcorders for school-wide use; 3 mini-labs with Apple IIGS computers and printers, 1 for pirmary ungraded and other for intermediate, and IBM PC jrs and printers for priamry Writing to Read; 8 Apple IIGS stand-alone stations, 4 in each pod; 8 Touchwindows for primary; 3 Macintosh LC writing centers; Weather station/intermediate; Telecommunications/ intermediate; Calculators/class sets grades 1-5; 30 portable units for keyboarding practice; teacher productivity station with laser printer.

Administrative technology configurations: 4 IBM PS/2-30 computers on Novelle network; IBM PS/2 System 80 Fileserver; SchoolMaster Student Information Management System; Attendance Scanner; PhoneMaster Public Notification System; Macintosh SE 20 Desktop Publishing Center; Macintosh Classic Teacher Productivity Center; Fax machine.

RESOURCES PROFILE:

FUNDING: Manzanita participates in its Monterey School District's "Monterey Model Technology Schools" project. It is one of six district projects funded by a grant from the California DOE to research , develop, validate, and disseminate a wide range of technology-based instructional and administrative programs, practices, and planning procedures to other schools throughout the state.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

Manzanita is perched on a hill overlooking Monterey Bay. The school, built in 1967, is

modular in architecture with three open classroom buildings which house kindergarten, grades 1-2 and 3-5 respectively, a multi-purpose building, and a library/office complex.

ACCESS INFORMATION:
Calculators

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications
Calculators
Multimedia

TOOL FOCUS INFORMATION:
Student Presentation
TV
Laserdisc
Student Productivity
Telecommunications
Student Communication
Telecommunications
Student Development
Wordprocessors

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading
The school has the following programs on its reading curriculum in place: 1) Manzanita Tech Connection, grades K-5, literature comes alive through technology in the school library, targets students' interest/attitude; 2) the Whole Cake program, grades K-2, uses ITV to improve language skills and interest in good literature, targets student's study skills; 3) Lights, Camera, Action: Literature Comes Alive Through Technology, grade 3, video taping of Reader's Theater, targets interest/attitude; 4) Word Wizardry, grades 1-3, improved spelling for Special Education students through the use of technology, targets students'internal control.

The school also uses "into, through and beyond" literature with instructional television.

SUBJECT: Writing
The school utilizes keyboarding and wordprocessing to enhance the writing process. They also have the program, "Lit Vid Kits," in place at the 2nd grade language arts curriculum. Described as school/home connection through literature related videos to improve language skills, it uses instructional television to improve students' interests

and attitude.

GENERAL FIELD OF STUDY: Science
The school has a science and social studies telecommunication unit. Also, they have a program entitled "Technology Accross the Curriculum" in place. Using computers, telecommunications, and video in science and social studies, it is anticipated to have a major impact on 4th grade students' critical thinking and interpersonal skills. "Utilizing Technology to Develop Self-Directed Learners" is another program which is part of the science curriculum here. It targets critical thinking and self concept using laser disk and camcorder technology.

GENERAL FIELD OF STUDY: Social Studies
The school has a science and social studies telecommunication unit. As part of the 4th grade social studies curriculum, they have a program in place called "Technology Across the Curriculum." It uses computers, telecommunications, and video to target students' critical thinking and interpersonal skills.

GENERAL FIELD OF STUDY: Special Education
A program called "Word Wizardry" is in place at Manzanita. Through the use of a computer, it improves spelling for Special Education students. It is designed to improve students' internal control.

SCHOOL: Mapleton Elementary School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Boulder, CO
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Dr. Pisapia 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N

MATERIALS: N

BRIEF DESCRIPTION:
Using telecommunications, third grade students at Mapleton Elementary School write mystery stories to a third grade class in Naples Florida, who attempt to solve the mysteries.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

SCHOOL: Mark Twain Junior-Senion High Sch.

D. NAME:

LAST:	Cowick	FIRST:	Dennis
SAL.:	Mr.	TITLE:	Project Director
STREET:	4455 Ute Drive	CITY:	San Diego, CA
ZIP:	92117		
EMAIL:			
PHONE:	(619)272-9003	EXT.:	
FAX:		PRIN.:	

SOURCE: Panasonic Laptop Notes 10/91, p3

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

The Mark Twain School is an alternative school spread through five locations and serving a unique group of students. The school was originally for working students, but has been expanded to include students that traditional schools failed to serve. Each student here carries out an individualized program of study.

By 1992, the school planned a Laptop Project at one of the junior high campuses which was especially small and where the teachers and students had considerable experience with technology.

ORGANIZATIONAL PROFILE:

VISION: Mark Twain teachers want their students to be able to become worls citizens, and involve their entire family in their education in a real, tangi le, interesting and alive way. They are committed to providing students with the best learning environment and are constantly learning and trying new methods.

PLANNING: plans for the Laptop project conducted in 1991-1992 included emphasizing the portability and telecommunications potential of laptops. They plan to educate students' parents about the use of the laptops, to expand students writing projects into their homes, and to promote communication with students from other cultures through E-mail. They also planned to implement a local bulletin board to support communication among teachers and students.

TECHNOLOGY PROFILE:

Laptop computers, modems, electronic mail.

RESOURCES PROFILE:

FUNDING: Mark Twain was selected, along with several other schools across the country, to participate in the Panasonic Laptops for Education project. This grant from the Panasonic Commuications and Systems Compnay funded the project.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Laptops

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Student Communication
E-mail

SCHOOL: Marshall Elementary School

D. NAME: Fort Campbell School District

LAST:	Watson	FIRST:	Sandra
SAL.:	Ms.	TITLE:	Librarian
STREET:	Texas Ave @ 29th Street	CITY:	Fort Campbell, ky
ZIP:	42223-5000		
EMAIL:			
PHONE:	(502)439-7766	EXT.:	
FAX:		PRIN.:	John P. Hunt

SOURCE: Brenda Hunter, Asst. Principal 9'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Marshall Elementary School participates in the US Department of Education's Blue Ribbon Schools Program. September 1993 plans included networking the building and purchasing state-of-the-art technologies. The media center was awarded the Kentucky Department of Education's Merit Media Status. The principal won the 1991 Kentucky School Media Association's

"Administrator of the Year."

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The Media Center offers the following resources: closed circuit TV with programs from Kentucky Educational Television Starr Satelite Channel; video cassettes; wide-screen television; magazines; and newspapers; a computerized card catalog; automated circulation; Compton's and Grolier's Multimedia Encyclopedias on CD ROM databases; Windows on Science videodisc; computers.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Teachers work cooperatively with the library/media specialist to integrate information skills into the curriculum. Teachers use the media center to enhance and extend classroom instruction. First grade teacher Walter Marczak has integrated technology into his multicurricular lessons.

FACILITIES PROFILE:

ACCESS INFORMATION:
Closed-circuit TV

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
CD ROM
Laserdisc

GENERAL FIELD OF STUDY: Grade Specific Curricula
First grade teacher Walter Marczak uses the Windows on Science CD ROM laser disc science program with his students. It expands his science exploration by providing various media to enhance and supplement the proccess approach to the class' investigations. He also utilizes the media search to gain access to a listing of all available media on any specific topic. This feature allows Marczak to integrate

subject matter across the curriculum at a very rapid pace. He becomes more effective and efficient in designing a cross curriculum investigation.

SCHOOL: Martin Luther King Middle School

D. NAME: Monterey Peninsula Unified School District

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Monterey, CA
ZIP:
EMAIL:
PHONE: (408)655-5011 EXT.:
FAX: PRIN.: Dr. Gwendoyln Laster

SOURCE: DrP8/93;AppleCo.infopack/CA MTSbook

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Visitors to King will be impressed with a clean campus and a friendly atmosphere which allows for its healthy learning environment. The students are exposed to an on-going variety of technology in the classrooms, which brings many visitors to observe the teaching strategies at the site.

ORGANIZATIONAL PROFILE:
VISION: The goals of Monterey Model Technology Schools program, of which King Middle School is a part, are the following:
-to demonstrate instructional technology use to support curriculum reform
-to develop models for training teachers, administrators, and classified support staff members,
-to support and disseminate research findings on instructional, administrative, and home/school uses of technology
-to field-test and promote new technology product development
-to determine facility standards
-to disseminate results to policy makers and

educators.

IMPLEMENTATION: The school sites the following as their Representative Classroom Intervention Plans:
-use of the Video Encyclopedia to develop social studies reports
-composition organization, motivation development and task completion using word processing software in language arts
-use of ITV, imageware, and software to promote understanding of physical science concepts
-use of Lego/Logo activities to increase studnet problem-solving skills and capabilities.
-improvement of dietary choices by students using databases.

TECHNOLOGY PROFILE:

LIBRARY TECHNOLOGY CONFIGURATIONS: IBM PS/2-60 networked to district LAN; Circulation Plus cataloguing and inventory system; Groilers CD ROM Encyclopedia; Video Encyclopedia of the 2-th Century; Dialog, online data retrieval system; 4 student workstations with Apple IIe; 2 camcorders and 4 ITV units for schoolwide use.

CLASSROOM TECHNOLOGY CONFIGURATIONS: Computer labs: 30 networked Apple IIgs systems and printers for school wide use, 30 networked computer systems, Jostens Integrated Learning System for math instruction; Satellite labs: 5 networked Apple IIe systems and printers in 4 math classrooms; mini lab of five Apple IIe computers/printers in Language Arts wing; stand alone systems on carts for schoolwide use; Hoffman Laser Learning Center for reading/writing instruction; 2 telecommunications stations.

ADMINISTRATIVE TECHNOLOGY CONFIGURATIONS: 6 IBM PS/2-30 computers networked to district WAN; Unisys A4FX Mainframe; K Casts Information Management System; attendance scanner; PhoneMaster Public Notification System; Autodialer.

RESOURCES PROFILE:

FUNDING: King's technology applications are funded through its district's selection as one of six to receive a grant from the California state DOE to research, develop, validate, and disseminate a wide range of technology-based instructional and administrative programs, practices, and planning procedures to other schools throughout the state. It is part of Monterey's Model Technology Schools program.

The school also received an SB 1274 resturcturing planning grant which assisted in enriching the school's program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

King Middle School was constructed in 1965. The

campus houses grades 6-8 in six major buildings plus an administration/ counseling office area, a library/learning resources center, a multi-purpose/cafeteria facility, and a full gymnasium. Most of the student body lives in the neighborhood surrounding the school and few students have to be bused to the site. It is situated on a hillside overlooking the City of Seaside and the Monterey Bay.

ACCESS INFORMATION:
- Calculators

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Multimedia
- Calculators

INSTRUCTIONAL STRATEGY INFORMATION:
- Problem Solving
- Simulation

TOOL FOCUS INFORMATION:
- Student Research
  - Databases
  - CD ROM
- Student Development
  - Wordprocessors
  - Robotics
- Student Presentation
  - TV
  - Videodisc
  - Laserdisc
- Student Productivity
  - Wordprocessors
  - Databases
  - Telecommunications
- Student Communication
  - Telecommunications
  - E-mail

GENERAL FIELD OF STUDY: Art

The visual and performing arts curriculum participates in the following program to develop students critical thinking skills: 1) Then 'Til Now, grades7-8, use of laserdiscs and computer software to enhance middle school students' art classes.

GENERAL FIELD OF STUDY: Computer Science / Technology

SUBJECT: Robotics

GENERAL FIELD OF STUDY: English / Langauage Arts

Technology is used a great deal in the Language Arts curriculum at King. They have a mini lab in the language arts wing of the school and there is a Hoffman Laser Learning Center for reading/writing instruction as well. The use of wordprocessing software is popular in this curriculum. The program "Keying in Language Arts with Social Studies," is in place for grade 7. It allows students to develop reports with the use of the Video Encyclopedia. This is to develop study skills through laser disc technology.

SUBJECT: Reading

The following program, specific to reading, is in place: 1) Developing Reading Skills Through Computer Assisted Instruction and Multimedia, grades 7-8. It is designed to inspire critical thinking and positive self concept in students through the use of a computer.

SUBJECT: Writing

The following programs, specific to writing are in place: 1) Improvement of Writing Skills, grades 7-8, it uses ITV and word processing software to improve writing and organization skills as well as to improve internal control in students; 2) Improvement of Writing Skills, grade 6, works with students' composition development using word processing in hopes of encouraginginterest and attitude of the students.

GENERAL FIELD OF STUDY: Foreign Language

A Telecommunications--World Classroomm/Foreign Language" program is in place with 7-8 graders. It allows foreign language students to communicate with native speakers in other countries, hoping to inspire their interest and attitude throughthe use of telecommunications technology.

SUBJECT: Geometry

The school houses a Josten's Integrated Learning System for Math instruction as part of its 30 networked computers system. Their 4 math classrooms each have 5 networked apple computers/printers.

The following programs are in practice as part of the math curriculum at King: 1) Motivating Students for Basic Math Mastery, grade 6, use of an integrated learning system in the classroom and math lab to target interest and attitude; 2) Lego/Logo and Logo Writer, grades 6-8, uses these programs to solve ratio and proportion problems

to target critical thinking through the use of computer and calcualtors; 3) Involvement of Problem Solving with the Use of Technology, grade 7, using calculators and a computer with an LCD to assist special education students to be successful with word problems, to target the interest and attitude of students using computers.

GENERAL FIELD OF STUDY: Science

SUBJECT: Earth Science/Weather

The program, "Computerized Instruction in Earth Science," is used here at the 8th grade level. It uses computers, video and laserdisc to enhance science instructio and develop interest and attitude in sciences.

SUBJECT: Physical Science

ITV, imageware, and software are utilized at King to promote understanding of physical science concepts. "Understanding Physical Science with Technology" is a program in place here at the 6 grade level to develop critical thinking. It integrates laserdiscs, videos, instructional television, and computers with science instruction. "Use of Computers for Physical Science Review" is another program in practice here, for 8th grade level. It uses a computer, a laserdisc, and science related software to assist students in understanding science concepts and develop interest and attitude toward the sciences.

GENERAL FIELD OF STUDY: Social Studies

The following programs are in place at King: 1) World Classroom, grade 7, using telecommunications to increase students awareness of the world's cultural diversity, this targets interest and attitude in students using telecommunications; 2) Keying in Language Arts with Social Studies, grade 7, developing reports with use of the Video Encyclopedia, this targets study skills using telecommunications.

GENERAL FIELD OF STUDY: Special Education

The special education curriculum participates in the following programs: 1) The News Report, grades 7-8, where these students use Video Encyclopedia and VCR/TV to research for information for simulated news reports, this targets students' study skills using laser disk and camcorder technology; 2) Involvement of Problem Solving with the Use of Technology, grade 7, using calculators & a computer with an LCD to assist these students to be successful with word problems, this targets interest and attitude of students using computers.

SCHOOL: Maryland Home and Hospital School

D. NAME:

LAST:	Royahn Copper	FIRST:	Linda
SAL.:	Ms.	TITLE:	
STREET:	6229 Falls Raod	CITY:	Baltimore, MD
ZIP:	21209		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NFIE images for action p23

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

The Maryland Home and Hospital School is not the typical school. Innovative teacher Linda Royahn Cooper, equipped with an Ajpple IIc and a mini monitor travels to the homes of 4-6 students each day to instruct them on a one to one basis. For various reasons, these students whose diseases/ illnesses/ handicaps confine them to homes, hospitals, or institutions for more than four weeks. Copper discovered that the comptuer offers a way to personalize and customize instruction to meet special academic and personal needs.

Studnets included are from urban, rural, and suburban areas with all income levels, and varied ethnic groups are represented.

ORGANIZATIONAL PROFILE:

Copper, with her individual students, progress through a curriculum of carefully selected software and other materials that paralle regular school lessons at a rate that will prepare them for a smooth transition back into the classroom.

TECHNOLOGY PROFILE:

Apple IIc.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

With a keyboard in their hands and guiding tutor Linda Royahn Cooper at their side, students develop intellect, self-esteem, and computer literacy. They progress through a curriculum of carefully selected software and other materials that parallels regular school lessons at a rate that will prepare them for a smooth transition back into the classroom. This method of teaching provides students with a solid presentation of new material at the pace most comfortable to the student. Special tutorial computer software also allows students to easily review material when necessary.

Copper has observed that her students often seem to pick up new concepts more quickly, display higher levels of self-confidence, and overcome some learning anxieties. Emotionally handicapped students appear to especially benefit from the flexiblity of the computer system.

FACILITIES PROFILE:

ACCESS INFORMATION:
Teacher checkout

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tutorial
Tools

SCHOOL: MAST Academy

D. NAME: Dade County Public Schools

LAST: Eads FIRST: Linda J.
SAL.: Ms. TITLE:

STREET: 3979 Rickenbacker Causewa CITY: Key Biscayne, FL
ZIP: 3149-
EMAIL:
PHONE: (305)365-6278 EXT.:
FAX: PRIN.:

SOURCE: Nelson Diaz, Dade County 9'93

SCHOOL TYPE: 4 PLAN (Y/N): N

DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Students at MAST Academy: use state-of-the-art technology, "real world" laboratory equipment, experience hands-on learning through classroom simulation, and intern in science or maritime industry job placement. The school has implemented a schoolwide instruction and administrative network.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation

SCHOOL: McCullough High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: The Woodlands, TX
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: RRTE vol 2, p. 1004

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
In 1990, the Texas Education Agency created a technology rich environment (TEC-lab) at McCullough High School. Classes in physical science, geometry, language arts, government/economics, and technology are taught in this technology advanced TEC-lab.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The TEC-lab is equipped with the following: 20 networked 386 computers, laser printers, video cameras, video editing equipment, CNC machine tools, cable and satellite television, and a software library to support class activities.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Camcorder
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Video Editing/TV Production

GENERAL FIELD OF STUDY: Business / Economics

GENERAL FIELD OF STUDY: Computer Science / Technology

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Mathematics
- SUBJECT: Geometry

GENERAL FIELD OF STUDY: Science
SUBJECT: Physical Science

SCHOOL: McDonald Elementary School

D. NAME: North Platte Public Schools

LAST:	Snell	FIRST:	Loa
SAL.:		TITLE:	
STREET:	607 McDonald Road	CITY:	North Platte, NE
ZIP:	69101		
EMAIL:			
PHONE:	(308)535-7140	EXT.:	
FAX:		PRIN.:	

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
McDonald Elementary School is technology intensive, with 3 networked computers in every classroom. The library has technologies and multimedia equipment for student use.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh LCII and LCIII computers, Centris 610 computers; a buiding server; a library server, with automation in progress; an authoring station for creating multimedia presentations; and an Ethernet network which connects all rooms in the building.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia

SCHOOL: Memorial-Spaulding Elementary Sch.

D. NAME:

LAST:	Meyers	FIRST:	Barbara
SAL.:	Ms.	TITLE:	
STREET:	250 Brookline Street	CITY:	Newton Center, MA
ZIP:	02159		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Memorial Spaulding Elementary School piloted an assessment technology project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Mesa View Middle School

D. NAME:

LAST: Foster
FIRST: Rusty
SAL.: Mr.
TITLE: Dir. of Project FUTURE

STREET: 17601 Avilla Lane
CITY: Huntington Beach, CA
ZIP: 92647
EMAIL:
PHONE: (714)841-6117
EXT.:
FAX: (714)842-3094
PRIN.:

SOURCE: CA MTS Book: Destinations, p. 7

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Mesa View Middle School uses technology with their language arts curriculum in an innovative fashion. Project FUTURE is housed at the school as well.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English / Langauage Arts

SCHOOL: Metro School

D. NAME: Charlotte Mecklenburg Public Schools

LAST: Timms
FIRST: Judy
SAL.: Ms.
TITLE: Executive Director

STREET: 700 E. Second Street
CITY: Charlotte, NC
ZIP: 28202-2880
EMAIL:
PHONE: (704)342-3004
EXT.:

FAX: PRIN.: William Anderson

SOURCE: Judy Timms

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Metro School is a special education school involved in the technology inclusion MIST project, Models for Integration of Science and Technology. This project demonstrates how students with moderate and sever disabilities who have been previously segregated for science instruction in special education classrooms can be successfully integrated into a standard high school biology class.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Computer Science / Technology

GENERAL FIELD OF STUDY: Science

GENERAL FIELD OF STUDY: Special Education

SCHOOL: Miami Central Senior High School

D. NAME: Dade County Public School District

LAST:	Flannigan	FIRST:	Joseph
SAL.:	Mr.	TITLE:	
STREET:	1781 NW 95 Street	CITY:	Miami, FL
ZIP:	33147		
EMAIL:			
PHONE:	(305)696-4161	EXT.:	

FAX: PRIN.:

SOURCE: Nelson Diaz, Dade County 9'93

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Miami Central Senior High School has a magnet building which is unique in that it utilizes computer based instruction in all subject areas. The program relies heavily on computers in each classroom for student use, and for teacher instruction. The center has over 750 computers in rooms and a few computer labs as well.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The technology magnet center has over 750 computers and numerous networked computer labs.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Teacher Ivy Montoya presented a paper at the Tel-Ed '93 Global Connections conference on her classroom online project entitled: Put a Star in Your Classroom.

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Productivity
Wordprocessors

SCHOOL: Miami Elementary School

D. NAME:

LAST:	Steele	FIRST:	Eileen
SAL.:	Ms.	TITLE:	
STREET:	2401 Beck Lane	CITY:	Lafayette, IN
ZIP:	47905		
EMAIL:			
PHONE:	(317)449-3230	EXT.:	
FAX:		PRIN.:	

SOURCE: Eileen Steele

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students and staff at Miami Elementary School have a technology rich environment at home and at school (home access). Technology is taught in an issue-oriented, corss-age, interdisciplinary setting.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Students use: Amigas, Macintoshs, IBMs, videodisk, CD ROM, CD-I, still and motion video cameras, video editing, and telecommunications.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Buddy System

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications
Multimedia
Camcorder

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Video Editing/TV Production
Multimedia
Camcorder
Laserdisc
CD ROM

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Mid-Peninsula Jewish Community Day

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Palo Alto, CA
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
In 1991, the Mid-Peninsula Jewish Community Day School received a small Apple grant to study environmental issues in their community. With the addition of two Apple IIgs computers, the school will enhnace classroom curriculum and learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

SCHOOL: Miller Learning-Research Center Sch

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET: Pre-Sch. - 4th Grade Lab
CITY: Northwestern, PA
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: RRTE vol 2, p. 752

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Miller Learning Research Center is a laboratory school for pre-Kindergarten through 4th grades and is associated with Edinboro University.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Minlo-Atherton High School

D. NAME: Sequoia Union High School District

LAST:	Ogen	FIRST:	Stan
SAL.:	Mr.	TITLE:	
STREET:	555 Middle Piclh	CITY:	Atherton, CA
ZIP:	94027		
EMAIL:			
PHONE:	(415)322-5311	EXT.:	
FAX:		PRIN.:	

SOURCE: Ellen Mandinach 11/11/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Science students at Minlo-Atherton High School use Macintosh computers to develop their own simulaiton models with STELLA software.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
MAcintosh and STELLA.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Science teachers use Macintos computers and STELLA to facilitate curriculum reform.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation

TOOL FOCUS INFORMATION:
Student Productivity

GENERAL FIELD OF STUDY: Science
Science students at Minlo-Atherton use simulation-modeling software to develop their own model using STELLA software.

SCHOOL: Mission Estancia Elementary School

D. NAME: Encinitas Union School District

LAST:	Ryan	FIRST:	Greg
SAL.:	Mr.	TITLE:	
STREET:	101 S Rancho Santa Fe Rd.	CITY:	Encinitas, CA
ZIP:	92024		
EMAIL:			
PHONE:	(619)944-4300	EXT.:	121
FAX:		PRIN.:	

SOURCE: Terri Gootgeld, from this district

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Mission Estancia Elementary School is working towards technology integration by following its' district technology plan.

ORGANIZATIONAL PROFILE:
These goals are listed in the district wide plan directed to this school and the seven others in the district:

Goal One: Technology will be integrated into the ongoing instructional program as an integrated tool. Instructional materials will be presented through a network system in individual classrooms and media center labs.

Goal Two: Technology will facilitate the exchange of information between students, teachers, support services, and the community.

Goal Three: Technology will become a productivity tool for all district staff.

TECHNOLOGY PROFILE:
IBM network of ten computers. Programs used:

Express Publisher, Linkway, Microsoft works. Computers are in classrooms rather than in a lab.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Teachers have developed programs on Linkway which incorporate instructional stragegies and integrate math, language arts, and social studies. Students prepare reports, presentations, graphs, etc. related specifically to the curriculum.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Graphics
  - Desktop publishing
- Student Presentation
- Student Communication
  - Telecommunications

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing
Students create reports and presentations related specifically to the curriculum using Express Publisher.

GENERAL FIELD OF STUDY: English As A Second Language
The school wants to investigate using the multimedia aspect of technology as having great potential as an instructional tool for ESL.

GENERAL FIELD OF STUDY: Mathematics
Teachers create programs to use in teaching math.

GENERAL FIELD OF STUDY: Social Studies
Teachers create instructional programs utilizing the technology for social studies lessons.

SCHOOL: Mission Reading Clinic

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: San Franscisco, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	5	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Mission Reading Clinic is a non-profit community-based learning center for inner-city at-risk youth and their parents. The Center received a sizable grant from Apple Computers in 1990 which allowed for the development of curriculum materials for use at the Center and in local public schools.

ORGANIZATIONAL PROFILE:
GOAL: to improve criticla thinking, math, and language abilities of those who come to the center.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The Center received an $800,000 grant from Apple Computer in 1990.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

GENERAL FIELD OF STUDY: Mathematics

SCHOOL: Mississippi Sch. for Math & Science

D. NAME:

LAST: Jordan
SAL.: Ms.

FIRST: Julie
TITLE: Computer Coordinator

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Columbus, MI

EXT.:
PRIN.:

SOURCE:

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Staff and teachers at the Mississippi School for Math & Science agreed that telecommunications are the most empowering tools available to schools in 1993. Teachers moved into the role of coach or facilitator and not just that of giver of information. Students become actively involved in the learning process. The economic classes utilized the Internet for several projects.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research

Telecommunications
On-line Services

GENERAL FIELD OF STUDY: Business / Economics
One economic student posted an opinion survey on the Internet and received over 100 responses. Economic classes take on a commodity challenge sponored by the Chicago Board of Trade and used CompuServe to get historical data and funding information.

SCHOOL: Monangah Elementary School

D. NAME: Marion County School District

LAST:	Kerr	FIRST:	Carolyn
SAL.:	Ms.	TITLE:	Principal
STREET:	General Delivery	CITY:	Monangah, WV
ZIP:	26554		
EMAIL:			
PHONE:	(304)367-2159	EXT.:	
FAX:		PRIN.:	Carolyn Kerr

SOURCE: Connie Pulice 10/92 Marion Co. Sch.

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Technology and various support hardware at Monangah Elementary School help teachers deliver an integrated geography and cultural studies program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Students at Monangah Elementary School have access to the following technologies: multimedia with LCD panel, laser disck, CD ROM, looking glass and other support hardware.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Social Studies
Multimedia with an LCD panel, laser disc, CD ROM, looking glass, and other support hardware help social studies teachers deliver integrated geography and cultural studies programs to students at Monangah Elementary School.

SCHOOL: Monta Vista Senior High School

D. NAME:

LAST:		FIRST:	
SAL.:		TITLE:	
STREET:	21840 McCleller	CITY:	Cupertino, CA
ZIP:	95014		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Stearns article, 1/91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Monta Vista Senior High School began the implementation process of adding technology into their curriculum in 1989.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Montcrest School

D. NAME:

LAST: Girard FIRST: Suzanne
SAL.: Ms. TITLE:

STREET: 4 Montcrest Blvd. CITY: Toronto, Ontario
CANADA,
ZIP: M4K 1J7
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1, p. 373 3/21/93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Teacher Suzanne Girard coauthored a paper in 1993 entitled Integrating Computers into Whole Literacy Classrooms. She dicusses three steps: 1) software related to subjects, 2) software related to theme, and 3) software and whole literacy.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Monterey High School

D. NAME: Monterey Unified School District

LAST: Johnson FIRST: Mae
SAL.: Ms. TITLE: Principal

STREET: Box 1031 CITY: Monterey, CA
ZIP: 93942
EMAIL: K1278
PHONE: (408)655-5011 EXT.:
FAX: (408)655-9611 PRIN.: Mae Johnson

SOURCE: Kam Matray & Destinations p43-73

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Monterey High School became one of Monterey School District's Model Technology Schools with the program's inception in 1987. This program focuses on the following six areas: school-based planning for technology use; curriculum integration in all content areas; development of higher order thinking skills; development of proactive learners; school-home communications; and technology-based school management. The program developed and follows a step by step proces sfor teachers and administratorsto effectively utilize a wide fariety of technology to expand and enhance classroom instruction and school management.

Monterey serves 1627 students, 17% with free/reduced lunch.

ORGANIZATIONAL PROFILE:

MISSION: As a MMTS, Monterey High School must research, develop, validate, and disseminate a wide range of technology-based instructional and administrative programs, practices, and planning procedures to other schools throughout the state.

GOALS: -to demonstrate instrucitonal technology use to support curriculum reform
-to develop models for training teachers, administrators, and classified support staff members
-to support and disseminate research findings on instructional, administrative, and home-school uses of technology
-to field-test and promote new technology product development
-to determine facility standards
-to disseminate results to policy makers and

educators.

TECHNOLOGY PROFILE:

Monterey has the following technologies: language arts lab with 18 Macintosh computers; computer science/math lab with 15 IBM PC computers; business education lab with 15 IBM PC/XT computers; video stations for instruction in art classes; stand-alone systems on carts throughout the campus; model classrooms teaching special education and language arts have ITV units, video viewers, computers, LCDs, Tandy laptop computers for student projects; camcorders for teacher and student film production; closed caption text capture program for ESL students.

The library has been converted into a technological "discovery center" with the following: IBM PS/2 80 networked to district LAN; computerized circulation and inventory system; on-line data retrievla system/telecommunications center; text on microfishe and CD ROM periodical review stations; video viewing and editing stations; computer assisted instructional/learning stations; Video Encyclopedia of the 20th Century laser discs; Compton's Electric Encyclopedia on CD ROM.

RESOURCES PROFILE:

FUNDING: The Monterey Model Technology School project is funded by a grant from the California State Department of Education.

ADMINISTRATIVE USES OF TECHNOLOGY:

The administration at Monterey uses an IBM PC networked to district LAN; School/Master Student Information Management System; IBM PC workstations for all administrators, counselors, and office personnel on Novelle network; and Autodialer. Administrators make use of MacStar for to help students with post high school planning.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

With the 80 classroom intervention projects which are part of the MMTS program in which Monterey participate, teachers utilize instructional television, computers for instruction and for student learning activities, telecommunications, interactive video, and combinations of these and other technologies. Teachers generate video lessons which their students later use.

FACILITIES PROFILE:
Monterey High School is one of the oldest high schools in California, built in 1904.

ACCESS INFORMATION:
- Laptops
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Distance learning
- Instructional TV

INSTRUCTIONAL STRATEGY INFORMATION:
- Tutorial
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - On-line Services
  - Databases
  - CD ROM
  - Microfiche technology
- Student Presentation
  - Camcorder
  - VCR
  - Video Editing/TV Production

GENERAL FIELD OF STUDY: Art

SUBJECT: Industrial Arts
Use of commercial and teacher generated videos increase student skills in industrial arts at Monterey. Teachers have students use videos and camcorders to assist their students in wood and metal skills.

SUBJECT: performing/drama
Teachers use camcorders to increase students knowledge and understanding of visual/performing arts and to develop their critical thinking. Using the camcorders and the VCR helps teachers demostrate art processes and develop students' internal control.

GENERAL FIELD OF STUDY: Business / Economics
Economic students at Montery produce video reports.

GENERAL FIELD OF STUDY: Computer Science / Technology
Monterey has a computer science/math lab with 15 IBM PC computers. Students have advanced assignments in video production. Teachers utilize an LCD projector to teach programming and improve their students attitude/interest in the subject.

GENERAL FIELD OF STUDY: English / Langauage Arts

SUBJECT: Writing

Creative writing students use laptop computers. English students use the camcorder, computers, video, and audio tape to improve their English skills and develop self-concept. To develop students interest/ attitudes, English teachers have their students: use laptop computers top improve writing proficiency and to develop more interest and confidence in writing; use a video camera to tape student developed performances for playback for class critiquing; use word processing software to improve their writing skills and develop positive attitudes toward writing; use Macintosh computers to improve their writing skills and attitudes.

To enhance students study skills, teachers have them use the library's technology to improve their research and report writing.

GENERAL FIELD OF STUDY: English As A Second Language

English as a Second Language teachers use video laser discs and computers in their ESL science classes to inspire interest and improve their students attitude toward the subject. To teach English to ESL students, teachers use audio tapes, video, and computers to improve their students' English language skills. ESL teachers also make use of the camcorder and VCR.

GENERAL FIELD OF STUDY: Foreign Language

Foreign language teachers at Monterey utilize videos and telecommunications to increase foreign language proficiency. Spanish teachers use video and audio tapes to enhance their instruction.

GENERAL FIELD OF STUDY: Physical Education

Students use a camcorder and video projector in physical education classes at MOnterey.

GENERAL FIELD OF STUDY: Science

SUBJECT: Biology

Biology teachers use multimedia to help teach biology concepts. They find that the technology inspires students interest and attitude toward the subject. Teachers also use the computer and video camera to enhance demonstrations in biology and physical science classes.

SUBJECT: Earth Science/Weather

Oceanography students make use of laser discs produced in partnership with Monterey Bay Aquarium and Seas Studios.

GENERAL FIELD OF STUDY: Social Studies

Monterey's social studies curriculum becomes interactive with technology for its Special Education students. History teachers use overhead projections and instructional television to teach history concepts. They see this improve students interest/ attitude in the subject.

GENERAL FIELD OF STUDY: Special Education

Special Education students have their own model classrooms with many interactive technologies.

SCHOOL: Moundsville Junior High School

D. NAME:

LAST:	Burrall	FIRST:	Bill
SAL.:	Mr.	TITLE:	Thatcher of the Year
STREET:	401 Tomlinson Avenue	CITY:	Moundsville, WV
ZIP:	26041		
EMAIL:			
PHONE:	(304)843-4443	EXT.:	
FAX:		PRIN.:	

SOURCE: PennyWintermute AT&T & LNN Fall '93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

In Spring 1993, teacher Bill Burrall's ninth grade computer literacy students cooresponded with inmates at the West Virginia State Penitentiary, a maximum security prison located in a fortress- like building within walking distance of the school in an award- winning project entitled Learning Circles and Prison Bars. Its purpose was to explore society's problems. Moundsville is in a telecommunications "learning circle" with eight other schools, one of which is in Alaska.

Mr. Burrall was selected as the IBM/Technology and Learning Teacher of the Year in Fall 1993, and won awards from the International Society for Technology in Education for their contest on Exemplary Telecommunications Projects, and the Education Department of Geneva, Sqitzerland for

their contest in the Use of Telecommunications in Education.

ORGANIZATIONAL PROFILE:

GOAL: the goal of the telecommunications project arranged by Mr. Burrall was to have the students learn telecommunications protocols, word processing, and desktop publishing.

PROJECT: Because of the prison's antequated BBS equipment, some of Burrall's students had to become experts in file compressing and unzipping procedures.

TECHNOLOGY PROFILE:

Mr. Burrall has one IBM PS/2 Model 30 with a modem for telecommunications and six IBM PS/2 Model 25s which his students use for word processing. This configuration enabled Moundsville to link up to the AT&T Learning Network, a commercial telecommunications project that links classrooms around the world.

RESOURCES PROFILE:

Grant money funded the necessary hardware and equipment for the prison.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Using telecommunications, students learned telecommunications protocols, word processing, and desktop publishing.

FACILITIES PROFILE:

ACCESS INFORMATION:

E-mail

TECHNOLOGY FOCUS INFORMATION:

Telecommunications
Computer
Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Communication
Telecommunications
E-mail
Student Development
Wordprocessors

SCHOOL: Nasemond-Suffolk Academy

D. NAME:

LAST: Furlough FIRST: Richard
SAL.: Mr. TITLE: Teacher

STREET: 3373 Pruden Boulevard CITY: Suffolk, VA
ZIP: 23434
EMAIL:
PHONE: (804)539-7404 EXT.:
FAX: PRIN.: Douglas C. Naismith

SOURCE: V Quest newsletter 9/93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Nasemond-Suffolk Academy is a private, PK-12 day school. In 1993, teacher Richard Furlough received an honorable mention as a winner in the national Tandy Technology Scholars program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Neil Armstrong Elementary School

D. NAME:

LAST: Doran FIRST: Terry
SAL.: TITLE:

STREET: Bethel Park CITY: Pittsburgh, PA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Terry Doran '92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Neil Armstrong Elementary School uses Josten'sLearning ILS.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: New Hope Elementary School

D. NAME: Orange County Public Schools

LAST:	Efland	FIRST:	Knox
SAL.:	Ms.	TITLE:	Computer Coordinator
STREET:	1900 New Hope Church Road	CITY:	Chapel Hill, NC
ZIP:	27514		
EMAIL:			
PHONE:	(919)942-9696	EXT.:	
FAX:		PRIN.:	

SOURCE: Margaret Bingham 2'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
New Hope Elementary School is a fully wired networked school with multiple technological applications.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

SCHOOL: New Trier High School

D. NAME:

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Winnetka, IL

EXT.:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
New Trier High School participates in the TEAMS project and uses telecommunications in its interdisciplinary curriculua.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Newman Elementary School

D. NAME:

LAST:	Hancey	FIRST:	Mary
SAL.:	Ms.	TITLE:	
STREET:	1269 North Colorado St.	CITY:	Salt Lake City, UT
ZIP:	84116		
EMAIL:			
PHONE:	801-533-3055	EXT.:	
FAX:		PRIN.:	

SOURCE: 1992 SOTA Nominee

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Lego TC Logo ILS is used with students at Newman Elementary School.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Newton Elementary School

D. NAME:

LAST:	Freedman	FIRST:	Diana
SAL.:	Ms.	TITLE:	
STREET:	100 Walnut Street	CITY:	Newtonville, MA
ZIP:	02160		
EMAIL:			
PHONE:	(000)552-7608	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Telecommunications is used innovatively at Newton Elementary School.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Newton North/Newton South School

D. NAME:

LAST:	Shapiro	FIRST:	Paul
SAL.:	Mr.	TITLE:	
STREET:	360 Lowell Avenue	CITY:	Newtonville, MA
ZIP:	02160		
EMAIL:			
PHONE:	(617)552-7405	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Technology is utilized at Newton North/Newton South in music education, graphic arts, and in the school's interactive labs.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Music Keyboards
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Graphics
  - Music Keyboards

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art

GENERAL FIELD OF STUDY: Music

SCHOOL: Newton South High School

D. NAME:

LAST: Hurwitz FIRST: Chuck
SAL.: Mr. TITLE:

STREET: 140 Brandeis Rd. CITY: Boston, MA
ZIP: 02159
EMAIL:
PHONE: (617)552-7515 EXT.:
FAX: PRIN.:

SOURCE: NSBA meeting schedule 93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Newton South High School was a case study in their use of RISC-Based technology and a computer telecommunications network in one of their 10th grade chemistry classrooms.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

SCHOOL: Nimitz Elementary School

D. NAME: Cupertino School District

LAST: Ottey FIRST: Russ
SAL.: Mr. TITLE: Sixth Grade Teacher

STREET: CITY: Cupertino, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairsNews Spring91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Beginning in 1988, Nimitz began a partnership with a nearby Apple Computer office to develop a project in which Apple employees could work with students who needed extra help. Each week during the school week nearly 50 Apple employees make the five minute drive to Nimitz to volunteer their an hour of their time and skills to serve as tutors, classroom helpers, and simply friends to students at the school. The employees range from engineers, area associates, production supervisors, marketing specialists, to mail servicemen.

ORGANIZATIONAL PROFILE:

One of the school's missions is to help teachers evaluate software and integrate computers into the classroom by learning more about their applications and capabilities.

Nimitz has in place a joint venture project between Apple Computer and Nimitz elementary school as part of Apple Computer's Employee Volunteer Action program. Anne McMullin is Apple's program officer.

TECHNOLOGY PROFILE:

In 1989, Apple volunteers began tutoring in the school's computer lab. They do not provide instruction, but rather help the students explore various software packages. Usually between 30 to 40 students give up their recess and drop by the lab. Students feel free to help one another.

Sixth grade teacher Russ Ottey uses AppleLink to communicate with Apple employees about the school's computer committee.

RESOURCES PROFILE:

Teaching teachers is another aspect of Apple's computer-related volunteer efforts. Once a month, volunteers offer a computer "in-service" professional training session to Nimitz teachers. Among other topics, Apple employees have shared their knowledge of computer publishing and using the Apple scanner.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- Buddy System

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Tutorial
- Tools

TOOL FOCUS INFORMATION:
- Student Research
- Student Productivity
  - Telecommunications
- Student Communication
  - Telecommunications
  - E-mail

GENERAL FIELD OF STUDY: English / Langauage Arts

SUBJECT: Reading

Since many of the students at Nimitz need extra help with reading because they are ESL students, Apple tutors help with the alphabet, phonics, and reading.

GENERAL FIELD OF STUDY: English As A Second Language

There are many students at Nimitz who need help with their English proficitncy. Its a newcomer school for the district, so that kids new to this country or whose first language is not English come to Nimitz.

GENERAL FIELD OF STUDY: Mathematics

The Apple employees work one-on-one with the students in whatever subjects they need extra help. Jennifer Rebello, an Apple human resources specialist works with first grader Tameka on math, the alphabet and phonics.

SCHOOL: Noble Middle School

D. NAME: Detroit Public Schools

LAST:	Mitchell	FIRST:	Connie R.
SAL.:	Ms.	TITLE:	
STREET:		CITY:	Detroit, MI
ZIP:	48238		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2. p. 830-834 March 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Computers have been incorporated into some curricula at Noble Middle School and have proven benefitial in combatting the inner city environment of extreme gunfire and violence killing many youth in Detriot. Noble has begun the ORBIT program (Opportunities for Realizing Better Ideas through Technology) which is geared for selected students in grades 6-8. It seeks to teach them how to make choices that will ease the tensions created by violence in their homes and communities.

The students are motivated to learn because they like the challenge and are interested in learning to use and master the computer and its programs. Computers also provide these inner city students practice in positive behavior as students learn to share their fundings or expertise with otherstudents and the teacher.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
HyperCard and Quicktime computer applications.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
The multmedia approach to problem construction and problem solving used at Noble is based in the computer applications of HyperCard and QuickTime. Students write narrative scripts describing real or hypothetical violent situations, discuss positive and negative outcomes in cooperative learning groups, videotape role playing and develop interactive programs with these two programs. Using technology, interest in learning is stimulated, self confidence is built, and students are empowered to become skilled decision makers.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Hypercard Stacks

SCHOOL: Noe Middle School

D. NAME:

LAST:	Shrout	FIRST:	Sharon
SAL.:	Ms.	TITLE:	
STREET:		CITY:	Louisville, KY
ZIP:	40212		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NFIE images for action p28

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Noe Middle School has established a program to teach 150 seventh graders in creative new ways

entitled "Fairy Tales from the Heart" in its curriculum. It is part of a battle to combat low educational achievement and high unemployment that plague their urban, lower middle income, primarily Caucasian and African American Kentucy community.

Students rewrite fairy tales in modern versions and their stories are published in three collections: 1) Fairy tales from the heart anthology which students later translate into video tapes, 2) math problems are published in the Heart of the Problem, and 3) Writing in all Directions, which is distributed to community members. The pride students feel as they become effective problem solvers, published writier, experienced actors, and skilled technology users sends self-esteem soaring.

ORGANIZATIONAL PROFILE:

VISION: "Fairy Tales from the Heart" was designed to improve students' writing and problem solving skills, to familiarize students with the capabilities of modern technology, and to raise their self-esteem.

TECHNOLOGY PROFILE:

IBM and Macintosh computers, scanner, camcorder, projection computer, ImageWriter and LaserWriter printers, PFS WRite, Microsoft Works, Aldus PageMaker.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

"Fairy Tales from the Heart" begins with student review of classic fairy tales. Then the students create their own versions--updated, modern renditions reflecting current societal and personal values. Portfolios kept by the students show that the process of editing their stories strengthens their writing skills.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Problem Solving
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Video Editing/TV Production
Desktop publishing

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing
COURSEWARE: "Fairy Tales from the Heart"

Fairy Tales from the Heart was designed to improve students' writing and problem solving skills, to familarize students with the capabilities of modern technology, and to raise their self-esteem. The students create their own versions of classical fairy tales--updated, modern renditions reflecting current societal and persoanl values. Students keep portfolios of their story drafts which show that their editing improves the final product.

Student efforts are rewarded by publication of their stories in an anthology called "Fairy Tales from the Heart." They improve communications skills further as they work in cooperative teams to translate the published stories into video dramas complete with props and costumes. Technical skills involved in desktop publishing and video production are mastered with training and guidance from their teachers and technicians.

GENERAL FIELD OF STUDY: Mathematics

Students use the stories they wrote in language arts class to generate challenging mathematical problems, which are published in "the heart of the Problem." Math anxieties decrease in the lighthearted context of the fairy tales, and students hone their problem analysis and solving techniques.

SCHOOL: North Cover Elementary School

D. NAME:

LAST:	Devine	FIRST:	Clare
SAL.:	Ms.	TITLE:	Teacher
STREET:	New Hampshire Avenue	CITY:	Tomes River, NJ
ZIP:	08753		
EMAIL:			
PHONE:	(908)505-5500	EXT.:	
FAX:		PRIN.:	

SOURCE: Margaret Riel 11'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
With the help and energies of teacher Clare Devine, North Cover Elementary School has been and is involved in several technology projects including a one-on-one senior citizen/student collaboration project, the AT&T Learning NEtwork, a school survey and database project, using the interactive compact disc, word processing reports, Lego/Logo, video tapes, keyboarding, and drawing. Devine received the New Jersey Governor's TEacher of the Year 1993 award, an AT&T Merit award in 1991, 1993 New Jersey Dept. of Educ innovative technology instructor recognition, and 1993 New Jersey Educational Technology prize for technology eduation curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Software programs used at North Cover include: Special Days, Print Shop Deluxe, New Print Shop, Splash. CD ROM programs include: Compton's Interactive Encyclopedia, Tell Me Why, Story Machine, Rand McNally's America, Treasures of the Smithsonian, Hidden Pictures, How the Camel Got His Hump, The Emperor's New Clothes, Beauty and the Beast, Richard Scarry's Neighborhood, and Children's Musical Theatre.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Clare Devine has been involved in the following projects at Norht Cover Elementary:
1) Senior Citizens + Students = Powerful Learning. During May, National Senior Citizens Month, students pair up with volunteer seniors who attend school to learn from the teacher, but mostly from their student partner about: word processing, databases, spreadsheets, drawing,

telecommunications, and other technology applications. Students also work with their senior on their choice of compuer projects they completed during the school year.

2) AT&T Learning Network. A program where students telecommunicate with students around the country and world who are on this network, and create a cooperative learning project which is a publication produced within the smaller Learning Circle of which the school is a part.

3) School Survey and Database. STudents create a survey for the entire school on a variety of subjects (reading, activities, television viewing...) and organize the data into a database.

4) Autobiographies - His-story / Her-story. Students wrote autobiographical text using a questionnaire composed by their teacher. THey use a still video camera to create at least 3 pictures of each student which are transferred into a drawing program where they were refined and captions were added.

5) Using the Interactive Compact Disk.

6) State and Country Reports. students in different grades use word processing and database applications to write reports. Students use the following to do their research of their selected state/country: books, encyclopedias, periodicals, PC USA/Globe, Compton's Enclopedia on CD ROM, Prodigy's on-line encyclopedias and news articles, and some students telecommunicate through the North Cover's AT&T Learning Network with their selected state/country to interview students and teachers from that location.

7) Lego/Logo. Students create many interesting constructions using Lego bricks which are connected to the computer and programmed using Logo language. Music can be added. They create a project using motors, lights, and sensors to hook these to the computer interface box. Students usually build cars, merry-go-rounds, conveyor belts, washing machines, and robots.

8) Video Tapes. Students work with the video camera and complete book reports, documentaries, how to segments, stories, etc. Teachers integrate compter graphics and utilize VCR Companion for some slide show effects.

9) Keyboarding. Keyboarding is an integral part of the curriculum. Students use Mavis Beacon Teaches typing to improve skill in speed and accuracy.

10) Splash. Students can use this drawing program to work with the digitized pictures as well as to create home designs, book marks, dot-to-dot pictures, mazes, and pictures.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia
- Camcorder
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - On-line Services
  - CD ROM
  - Laserdisc
- Student Development
  - Wordprocessors
  - Desktop publishing
  - Databases
- Student Presentation
  - Camcorder

SCHOOL: North Cross School

D. NAME:

LAST: Laughon FIRST: Sally
SAL.: Ms. TITLE: Computer Department Chair
STREET: 4254 Colonial Avenue SW CITY: Roanoke, VA
ZIP: 24018
EMAIL: laughon@vtvm1
PHONE: (703)989-6641 EXT.:
FAX: PRIN.: G. William Stacey, IV

SOURCE: ElectronicSch9/93pA12| RRTE V1 P574

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

At North Cross School, a PK-12 private day school, students learn how to use over 75 online databases on Dialog for research projects and papers. They search through topics in books, magazines, thesis papers, professional journals, and newspaper articles and get full text articles from national newspapers. Students also have access to statistical data, geographic weather servers, programs and documents including valuable technical guides. Teacher Sally Laughon wrote a paper regarding their experience entitled Intermediate Topics from the Internet: Beyond Electronic Mail.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Dialog online database, and interactive Internet protocols such as: Telnet, FTP (File Transfer Protocol), WAIS (Wide Area Information Server, Archie, Gopher.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Online databases are used for researching. Through the interactive Internet protocols, students can search for weather maps, classical and modern poetry, song lyrics, who's sho on the network, journal abstracts, library catalogs, and library books.

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Databases
  - Telecommunications

SCHOOL: North Dade Ctr Sch Modern Languages

D. NAME: Dade County Public Schools

LAST:	Castaigne	FIRST:	Maria
SAL.:	Dr.	TITLE:	
STREET:	1840 NW 157 Street	CITY:	Opa-locka, FL
ZIP:	333054		
EMAIL:			
PHONE:	(305)625-3885	EXT.:	
FAX:		PRIN.:	

SOURCE: Nelson Diaz, Dade County PS

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Students at the North Dade Center School for Modern Languages are actively involved in telecommunications through KIDSNET, the Dade County Bulletin Board System, and Prodigy. The school has one computer in every room for CAI and online telecommunications stations.

ORGANIZATIONAL PROFILE:

GOAL: their technology goal is far reaching, but one the school intends to meet.

TECHNOLOGY PROFILE:

A computer (telecommunications station) in every room, two laser disc players, and a CD ROM station.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:

Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:

Computer

Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications
Student Development
CD ROM

SCHOOL: North Dover Elementary School

D. NAME:

LAST:	Devine	FIRST:	Claire
SAL.:	Ms.	TITLE:	
STREET:	New Hampshire Avenue	CITY:	Toms River, NJ
ZIP:	08753		
EMAIL:			
PHONE:	(908)505-5500	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at North Dover Elementary School communicate with their peers locally and globally through the school's involvement with the AT&T Learning Network.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications
E-mail

SCHOOL: North High School

D. NAME: Millard Public Schools

LAST:	Kassembaum	FIRST:	Roger
SAL.:	Mr.	TITLE:	
STREET:	1010 South 144th Street	CITY:	Omaha, NE
ZIP:	68154		
EMAIL:			
PHONE:	(402)691-1365	EXT.:	
FAX:		PRIN.:	

SOURCE: Don Jacobsen, 401-691-1348

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
North High School made use of personal computers in aCommunity Link Physics project during the 1993-94 schoolyear. Students have home access to problems, solutions, and assignments. The project merges mathematics into physics and calculus class.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Buddy System

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: Mathematics
SUBJECT: Calculus
North High School participated in a community link physics project during 93-94 school year which involved merging mathematics into physics/caluclus classes.

GENERAL FIELD OF STUDY: Science
SUBJECT: Physics
North High School participated in a computer community link physics project during the 93-94 schoolyear which involved merging mathematics into physics/calculus classes.

SCHOOL: North Kitsap High School

D. NAME:

LAST:	Christensen	FIRST:	Paul
SAL.:	Mr.	TITLE:	Librarian
STREET:	1780 NE Hostmark Street	CITY:	Poulsbo, WA
ZIP:	98370		
EMAIL:			
PHONE:	(206)799-8865	EXT.:	
FAX:		PRIN.:	

SOURCE: Elaine Twogodd 6'92/Christensen '93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
North Kitsap HIgh School installed library technology in 1992 to make their library fully automated. The school uses the Columbia School System, Josten's ILS, and TESS.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: North Middle School

D. NAME: Millard Public Schools

LAST:	Anderson	FIRST:	Rex
SAL.:	Mr.	TITLE:	
STREET:	2828 South 139 Place	CITY:	Omaha, NE
ZIP:	68144		
EMAIL:			
PHONE:	(402)691-1280	EXT.:	
FAX:		PRIN.:	

SOURCE: Don Jacobson 9/93, 402-691-1348

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
North Middle School offers social studies students student/teacher generated lessons on a Mac globe/Mac USA programs.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: Social Studies
In the social studies department, North Middle school offers student/teacher generated lessons on Macglobe/MacUSA programs.

SCHOOL: North Platte High School

D. NAME: North Platte Public Schools

LAST:	Peeks	FIRST:	Gordon
SAL.:	Mr.	TITLE:	
STREET:	1000 West Second Street	CITY:	North Platte, NE
ZIP:	69101		
EMAIL:			
PHONE:	(308)535-7105	EXT.:	
FAX:		PRIN.:	

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
North Platte High School is technology intensive, with a computer in every classroom and several IBM and MAC computer labs.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh LCII and LCIII computers, Centris 610 computers, IBM Model 30 and 40 computers; mutiple computer labs for both IBM and MAC; 2 authoring stations for creating multimedia presentations; library server, with a fully automated library catalog and circulation system; and an Ethernet/local talk network which connects computers in labs only.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia

SCHOOL: Northeast High School

D. NAME:

LAST:	Wood	FIRST:	Jim
SAL.:	Mr.	TITLE:	
STREET:	3100 North Kelley	CITY:	Oklahoma City, OK
ZIP:	73111		
EMAIL:			
PHONE:	(405)424-1491	EXT.:	214
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Northeast High School participates in the AT&T Learning Network and therefore offers its students telecommunications opportunities and expanded/additional courses through distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications
E-mail

SCHOOL: Northwestern Intermediate High Sch.

D. NAME:

LAST:	Erdmann	FIRST:	Dick
SAL.:	Mr.	TITLE:	Pres., Wasatch Educ. Service
STREET:	114 14th Avenue	CITY:	Salt Lake City, UT
ZIP:			
EMAIL:			
PHONE:	(801)261-1001	EXT.:	
FAX:		PRIN.:	801-555-1212

SOURCE: C. St Lawrence/SL Productions 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
In 1991, Northwestern Intermediate High School was videotaped by SL Productions of New York for the VISION: TEST project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Oak Harbor High School

D. NAME: Benton-Carroll-Salem School District

LAST:	Schumaker	FIRST:	Jeff
SAL.:	Mr.	TITLE:	
STREET:	11661 West State Rte. 163	CITY:	Oak Harbor, OH
ZIP:	43449		
EMAIL:			
PHONE:	(419)898-6216	EXT.:	
FAX:		PRIN.:	

SOURCE: Carol Ihnat, 9'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
An immense amount of technology has infiltrated nearly every department's curriculum at Oak Harbor High School.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Although Oak Harbor has mostly IBM computers, many teachers contiue to use their Apple IIe/IIgs from original computer purchases in the early 1980s because the software still meets their needs. There are 3 IBM labs using Model 50s, 30, 35, and the Eduquest 30s networked using EtherNEt/Novell/I-Class. All classrooms have IIe or Iigs computers which are due to be replaced with Mac LCs in 1994. Some math and english classrooms have computers on the network. The library is waiting for automation using "Alexandria on Macintosh computers. The library also has two CD ROM stations for Compton's Multimedia Encyclopedia, Reader's Guide

Abstracts, and an author search program, 8 IBMs on the network for doing research papers.

The art department is replacing their outdated Macintosh computers with three Centris 610 with CD ROM and two Mac LCIII computers, and use the following software: Canvas, SuperPaint, MacroMind Director, PageMaker, and Adobe Photoshop. Science curriculum uses laserdisc programs. The music dept uses Performer and Finale programs, sequencers, synthesizers, two Macs, and MacroMind Director. English students use PageMaker on Macs. The school has a space shuttle simulation project involving robotics.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Laserdisc technology is used in science, health, art, and social studies classrooms, and is becomming more popular with the high school staff.

FACILITIES PROFILE:

ACCESS INFORMATION:
- School-wide network
- Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
- Music Keyboards
- Computer
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Simulation
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Graphics
  - Desktop publishing
  - LinkWay
  - Music Keyboards
  - Laserdisc

GENERAL FIELD OF STUDY: Computer Science / Technology

SUBJECT: Space Technology

Industrial technology teacher Gary Finke is known throughout Ohio for his space simulation project at Oak Harbor. It

involves robotics and the CAD (AutoCAD) Space Shuttle Simulation. It was first offered to students in 1991.

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing
English teacher Nancy Gamble meets with a group of interested students after school to use PageMaker to publish a literary magazine called Runes. Their first publication was received in 1992. They hope to produce two magazines a year. Ms. Gamble uses a Macintosh computer.

GENERAL FIELD OF STUDY: Music
Music teachers Paula Norwine and Jim Murray utilize two programs: Performer and Finale. Some music students compose their own music using sequencers, synthesizers to play it back. Ms. Norwine's assistant who comes one a week from a local university has stirred up interest in music classes. The music classroom has two Macintosh computers and MacroMice Director program.

GENERAL FIELD OF STUDY: Science
SUBJECT: Biology
Ken Phillips used to be Oak Harbor's part-time computer coordinator, and now teaches biology. He often creates his own lessons using a Macintosh and various laserdisc programs.

SCHOOL: Oak Harbor Junior High School

D. NAME: Benton-Carroll-Salem School District

LAST:	Lenz	FIRST:	Joyce
SAL.:	Ms.	TITLE:	Computer Lab Coordinator
STREET:	315 Church Street	CITY:	Oak Harbor, OH
ZIP:	43449		
EMAIL:			
PHONE:	(419)898-6217	EXT.:	
FAX:		PRIN.:	

SOURCE: Carol Ihnet, 9'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Oak Harbor has a technology advanced media center, and utilized a broad range of technologies in many subject areas.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Oak Harbor has a 15-station IIgs lab and additional IIgs and IIe computers in classrooms (which are do to be replaced with Macintosh LCs). The library is automated using Alexandria for the Macintosh computers and uses Grolier's Multimedia Encyclopedia on CD ROM.

Oak Harbor has another computer lab with 25 Mac LCII with IIecards networked to a Centris 650 server with a build in CD ROM using AppleShare. A TIGAN MultiRouter (8-port) is connected to the server using an EtherNet cable which allows for the Local Talk network to run much faster than the usually slow speed.

All word processing, database, and spreadsheet work is done on MicroSoft Works 3.0.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Distance learning
- Instructional TV
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Databases
  - Spreadsheets
  - Telecommunications
  - Laserdisc

GENERAL FIELD OF STUDY: English / Langauage Arts
Language Arts teacher Kelly Croy began having

some of his students publish a "Magazine of the Arts" entitled "The Lauchpad" in the 1991-92 schoolyear (when its theme was concern for the environment), with hopes of publishing two per year. These magazines are filled with student fiction, non-fiction, and poetry.

Teacher Marilyn Dreier uses a modem with her language arts classes to combine instructional TV, word processing, and telecommunications. The students view a program called "The Writing Place," complete the assignments given by the on-air host, and then upload their work to LEARNING LINK. The assignments are read by the host and the best examples become part of the "Roundatable" section of the next program. Writing may also be included in "By=Line," the Writing Place newsletter, or exchanged with other classes and critiqued by students miles away.

SCHOOL: Oceana High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Pacifica, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Toch article, 1/93, US NEws

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Oceana HIgh School is a leader in curriculum reform.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Olathe East High School

D. NAME:

LAST:	Williamson	FIRST:	Brad
SAL.:	Mr.	TITLE:	Biology Department
STREET:	14545 East 127 Street	CITY:	Olathe, KS
ZIP:	66061		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2, p. 1231 March 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Olathe High School science students have an opportunity to participate in the Kansas Environmental Monitoring Network (KEMNET) which is a grassroot network of teachers, students, and scientists from across Kansas who are dedicated to monitoring changes in the regional and global envirnoment. KEMNET reuqires a change in the way studnets and teachers think about science. Instead of emulating science and recreating historical experiments, studnets are contributing to the scientific knowledge base.

ORGANIZATIONAL PROFILE:

GOALS of KEMNET: 1) the collection of valid scientific data to shed light on the effects of environmental change, 2) to encourage a sense of place and awareness for Kansas students - both regionally and globally, 3) to actively participate in the scientific process and work with professional researchers, 4) to utilize advance technologies to allow students to monitor global environmental change and to process that data into areas of reasearch.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Student Communication
Telecommunications

GENERAL FIELD OF STUDY: Science
SUBJECT: Biology
Science students at Olathe High School are able to participate in the statewide network KEMNET: Kansas Environmental Montitoring Network. This network allows Kansas students, scientists, and teachers to moniytor changes in regional and global environment. This montiroing generates student research that will help futher the understanding of the global environment.

SCHOOL: Orangburg High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Orangeburg, SC
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Mr. Jim Dezell, EDUQUEST, 10/7/93

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N

ASSESSMENT: N NETWORK (Y/N): N
MATERIALS: N

BRIEF DESCRIPTION:
Adding technology to the curriculum dramatically decreased Orangburg High School's drop out rate from 32% to 8% over a period of 4 years. The school has 80% of its student population receiving free or reduced lunches.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: At-Risk Students' Education

SCHOOL: Ord Terrace Elementary School

D. NAME: Monterey Peninsula Unified School District

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Seaside, CA
ZIP:
EMAIL:
PHONE: (408)655-5011 EXT.:
FAX: PRIN.:

SOURCE: Dr. P. Aug'93/ Apple Co. info pack

SCHOOL TYPE: 1 PLAN (Y/N): Y
DISTRICT WIDE: Y SCHOOL BASED: Y
CLR_BASED: Y STUDENT BASED: N
MEDIA CENTER: Y STAFF DEVELOP.: N
ASSESSMENT: N NETWORK (Y/N): Y
MATERIALS: Y

BRIEF DESCRIPTION:
The Ord Terrace MTS site has a rich mixture of students, teachers, and staff who are stressing the use of technology as a tool to give children a new avenue to develop proactively in math and

language skills. A variety of teaching strategies coupled with advanced technologies can be found throughout the campus--from specially equipped labs to active classroom settings.

ORGANIZATIONAL PROFILE:

VISION: Monterey Model Technology Schools project has the following goals:

-to demonstrate instructional technology use to support curriculum reform
-to develop models for training teachers, administrators, and classified support staff members
-to support and disseminate research findings on instructional, administrative, and home-school uses of technology
-to field-test and promote new technology product development
-to determine facility standards
-to disseminate results to policy makers and educators.

Since its inception in 1987, Ord Terrace has followed the district's Model Technology Schools program agenda.

IMPLEMENTATION: The following is sited as representative classroom intervention plans:

-developing higher-order thinking skills with Lego/Logo
-exploring mystery writing with ITV and computers
-utilizing calculators and the computers to improve math skills in Special Day classes
-using camcorders to improve expressive language
-school-wide video network.

TECHNOLOGY PROFILE:

All in the Macintosh family:

LIBRARY TECHNOLOGY CONFIGERATIONS: library media and telecommunications center; IBM PS/2-60 networked to district LAN; Circulation Plus; Apple IIGS teacher workstaions; ITV video library; 8mm cmaera & tripod/school-wide circulation; ITV teaching station; Tandy computer with Compton's Encyclopedia on CD ROM; Mac station/CD ROM with Grolliers Encyclopedia.

CLASSROOM TECHNOLOGY CONFIGERATIONS: 2 mini labs, one with 15 Apple IIGS computers and printers - "Classroom lab" and the other with 8 computers - magnet lab; a Chapter I Learning lab; ITV teaching stations (color monitors and VCRs)/each grade level; laser disc players and imageware library/intermediate; 8 camcorders & tripods/school-wide circulation; one AppleIIGS

stand-alone station in each room; class sets of calculators for grades 1-5; telecommunications/intermediate/magnet lab; 30 portable units for keyboarding practice/typewriters; Macintosh Teacher productivity station; book publishing center for students.

ADMINISTRATIVE TECHNOLOGY CONFIGERATIONS: 3 IBM PS/2-30 computers on Novelle network; IBM PS/2 system 80 fileserver; SchoolMaster information Management System; Attendance scanner; PhoneMaster Public Notification System; Macintosh for administrative uses; Teacher Productivity Cneter with laser printer and scanner.

RESOURCES PROFILE:

FUNDING: Ord Terrace's school district, Monterey, is one if six California school districts funded by a grant from the state DOE to research, validate, develop, and disseminate a wide range of technology-based instructional and administrative programs, practices, and planning procedures to tother schools throughout the state. Ord Terrace is a Model Technology schools.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Their language arts program, California Writing Project with Use of Computers Grade 3, has teachers utilize cooperative learning and word processing to encourage better writing.

FACILITIES PROFILE:
The school is located near Ford Ord, a military installation in Seaside. The school was build in 1955 in the traditional "finger" architecture that includes five classroom wings, an office, and a multi-purpose with cafeteria complex. In 1962 nine classrooms were added to the facility.

ACCESS INFORMATION:
- Calculators
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Multimedia
- Calculators

TOOL FOCUS INFORMATION:

Student Development
- Wordprocessors
- Desktop publishing

Student Research
- CD ROM
- Databases

Student Presentation
- Laserdisc

Student Research
- CD ROM
- Databases

Student Productivity
- Wordprocessors
- Telecommunications

Student Communication
- Telecommunications

GENERAL FIELD OF STUDY: English / Langauage Arts

The school utilizes various technologies to advance language arts skills. 1) Specifically, they use camcorders to improve expressive language; 2) they have the program Rainbow Connection in place for 2nd grade which uses computers and video to improve language arts skills and auto-dialer for school/home connection, this targets students' self concept using computers; 3) they also use the Whole Language Approach to Literature program which uses the Writing to Read and ITV to teach language arts for 1-4 grades, this targets interest and attitude using instructional TV; 4) they also use Be a Writer program which uses computers and ITV to teach Language Arts to grade 3, this targets critical thinking using instructional TV and computers; and 5) Improving Reading and Writing Skills program with grades 3-5 which integrates the use of technology with the Reading Mastery Program, this targets critical thinking using computers.

SUBJECT: Writing

Writing is a strong emphasis at Ord Terrace. They have the following programs in place: 1) Apple Story Books, which uses computers, video, and audio tape to motivate students and improve oral and writing skills for kingergarten, targeting critical thinking with computers; 2) KOTO, K-Ord Terrace Otters, which uses camcorder, VCR/TV, and sudio tapes to improve oral and writing skills with kingergarten, targeting interest attitude through use of camcorder; 3) Be a Writer, which

teaches keyboarding and wordprocessing skills along with the use of ITV to motivate students to improve writing skills in 3rd grade, targeting critical thinking with instructional TV and computers; 4) California Writing Project with Use of Computers, grade 3 & 5, uses word processing and cooperative learning for better writing, targeting interest/attitude with computers; 5) Integrating Technology into the California Writing Project for grades 4 & 5, targeting interest/attitude using computers; 6) Better Writing with a Computer, uses computers plus audio and video tapes to motivate students and to improve writing skills for grade 3, targeting interest/attitude with computers.

GENERAL FIELD OF STUDY: Mathematics

Ord Terrace has the following programs in place within their math curriculum: 1) Applied Problem Solving in Math, grade 4 & 5, which uses ITV and computers to improve problem solving skills, targeting interest/attitude using instructional TV, computers, and calculators; 2) Problem Solving with ITV and Calculators grade 5, targeting critical thinking using instructional TV; and 3) Using Calculators to Teach Math Skills, grades 4 & 5, targeting critical thinking using instructional television.

GENERAL FIELD OF STUDY: Music

This school uses the Creating Music on the Computer program with grades 4-5. It uses music software to compose original music, targeting critical thinking using computers.

SCHOOL: Osgood Elementary School

D. NAME: North Platte Public Schools

LAST:	Drullinger	FIRST:	Darrell
SAL.:	Mr.	TITLE:	
STREET:	South Highway 83	CITY:	North Platte, NE
ZIP:	69101		
EMAIL:			
PHONE:	(308)535-7144	EXT.:	
FAX:		PRIN.:	

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Osgood Elementary School is technology intensive, with three networked computers in every classroom.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh LCII and LCIII computers, Centris 610 computers; an authoring station for creating multimedia presentations; a building server; a library server, with automation in progress; and an Ethernet network connects all rooms in building.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Multimedia

SCHOOL: Overbrook Education Center School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:

STREET: CITY: Philadelphia, PA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairsNews Spring91

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Overbrook Education Center is a school which utilizes computer technology, telecommunications, and resources from the Unieristy of the Arts so they can create a multicultural center school that provides innovative approaches to learning for the school's diversie population, 35% of whom are mainstreamed special needs students.

In 1991, the school received $2500 from Apple to support their innovative uses of computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Communication
  - Telecommunications

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Special Education

SCHOOL: Pacific View School

D. NAME:

LAST:	Read	FIRST:	Margaret
SAL.:	Ms.	TITLE:	
STREET:	608 Third Street	CITY:	Encinitas, CA
ZIP:	92024		
EMAIL:			
PHONE:	(619)944-4339	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Because it participates in the AT&T Learning Network, Pacific View High School students have access to telecommunications technology, and communicate with their peers locally and globally.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications

TOOL FOCUS INFORMATION:
- Student Communication
  - E-mail
  - Telecommunications

SCHOOL: Pala Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: San Jose, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Pala Middle School have the opportunity to use robotics and laser technology in their math and science classes. They use Macintosh computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh comptuers.

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computer in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Robotics

GENERAL FIELD OF STUDY: Engineering
SUBJECT: Robotics
7-8 grade students use robotics, laser technologies, and Macintosh computers to create their own machines and robots.

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Park Valley High School

D. NAME:

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Box Elder, VT

EXT.:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Park Valley High School exposes its students to additional courses through distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Distance learning

SCHOOL: Parkway Elementary School

D. NAME: Watauga County Schools

LAST:	Fletcher	FIRST:	Marsha
SAL.:	Ms.	TITLE:	
STREET:	RR1 Box 683	CITY:	Boone, NC
ZIP:	28607-9801		
EMAIL:			
PHONE:	(704)265-5628	EXT.:	
FAX:		PRIN.:	Gary Childers

SOURCE: Richard Riedl 11'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Parkway Elementary school is part of the Impact North Carolina Project which uses ISDN for LAN sharing, video and multimedia connections. Students create mutlimedia projects which cross grades and subject areas. Students also use telecomputing technology.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Students develop LinkWay folders and multimedia presentations. Studens are involved in creative projects and some cross grades/cross curricular activities via video-conferencing system with Watauga High School and Blowing Rock Elementary in North Carolina. Students also do some telecomputing.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
LinkWay
Wordprocessors
Multimedia
Student Presentation
Multimedia

SCHOOL: Pasadena High School

D. NAME:

LAST:	Roberts	FIRST:	Gwen
SAL.:	Ms.	TITLE:	
STREET:		CITY:	Pasadena, CA
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 2, p. 1065 3/21/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The math department at Pasadena makes use of educational technologies and software programs to transform traditional geometry from manipulatives to LOGO.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Programs: Math Exploration Toolkit, VICE Math, Geometric Supposer, Letterforms and Illusion, Geometer's Sketchpad, and TI-81 graphing calculator.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Mathematics
SUBJECT: Geometry

The math department makes use of educational technologies to transform traditional geometry from manipulatives to LOGO. The transformation approach is introduced using manipulatives like mirrors, tangrams, and geoboards, and then is enhanced by technology. Students use the TI-81 graphing claculator to manipulate matricies. Because Logo is a place where math naturally thrives and students enjoy idea experimentation, logo is very much like other manipulative materials used in math instruction.

Because diagrams in a textbook are not adequate for showing transformations, teachers use computer screen to superimpose figures on figures to show congruence. Points are mapped onto points, illustrating onetoone correspondence. Figures are dialated or reduced to show similarity.

SCHOOL: Patrick Healy Middle School

D. NAME: East Orange School District

LAST:	Smith-Phillips	FIRST:	Karen
SAL.:	Ms.	TITLE:	Reading Resource Teacher
STREET:	116 Hamilton Street	CITY:	East Orange, NJ
ZIP:	07017		
EMAIL:			
PHONE:	(201)266-5559	EXT.:	
FAX:		PRIN.:	

SOURCE: Electronic School 9/92 p. A40

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
In 1992, two teachers at Patrick Healy Middle School introduced their special educaiton students to small hand-held computers to help them spell, learn vocabulary, and speak better.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Franklin Language Master 3000 small hand-held computers for special education students.

RESOURCES PROFILE:
BUDGET: The hand-held computers cost the school atotal of $1360 for 50 students to use.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Special Education students at Patrick Healy use Franklin Language Master 3000 hand-held computers to: master word definition, respell phonetically entered words, identify sparts of speech, give synonyms, and offer vocabulary-building games.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Drill and practice
Tools

TOOL FOCUS INFORMATION:
Student Productivity

GENERAL FIELD OF STUDY: Special Education
Faced with special education students who did not enjoy using dictionaries, two teachers at Patrick Healy introduced their classes to Franklin Language Master 3000s hand held computers that define words, respell phonetically entered words, identify parts of speech, give synomyms, and offer vocabulary building games.
Students enjoy the competition of who can get the definition first, students have no trouble learning hou to use the devices. Teachers report improved spelling and vocabulary, greater independence in research, and enhanced writing and dictionary skills. Teachers believe that the physical involvement of punching letters on

keyboards helps their students learn.
These hand held computers costs a total of $1360 and are used by 50 special education students from ages 11 to 14 whose academic abilities range from grades 1-7.

SCHOOL: Patrick J. Kennedy Elementary Sch.

D. NAME:

LAST:	Rosenberg	FIRST:	Donna N.
SAL.:	Ms.	TITLE:	
STREET:	343 Saratoga Street	CITY:	East Boston, MA
ZIP:	02128		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: RRTE vol 1, p. 637

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Patrick J. Kennedy Elementary School teacher Donna Rosenberg authored a paper entitled Project Make a Difference. It is about the school's goal to make its students cognizant of their ability to make a difference and to be more aware of the outside world, thereby becomming citizens of a larger community other than their immediate family and neighborhood. This project combines three curriculua: language arts, technology, and art.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Art

GENERAL FIELD OF STUDY: Computer Science / Technology

GENERAL FIELD OF STUDY: English / Langauage Arts

SCHOOL: Paul V. Moore High School

D. NAME: Central Square Central Schools

LAST:	Amedro	FIRST:	Barb
SAL.:	Ms.	TITLE:	
STREET:	Caughdenoy Road	CITY:	Central Square, NY
ZIP:	13036		
EMAIL:			
PHONE:	(315)668-4233	EXT.:	
FAX:		PRIN.:	

SOURCE: NSBA mailing list name for district

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
A five network computer supports ninth grade math students and is designed to enhance participation in a more rigorus course of study. The software offers students the opportunity for remedial, enrichment as well as practice exercises.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Five networked computers in a ninth grade math classroom.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tutorial
Drill and practice
Tools

TOOL FOCUS INFORMATION:
Student Productivity

GENERAL FIELD OF STUDY: Mathematics
A five network computer system supports ninth grade math students and is designed to enhance participation in a more rigorous course of study. The software offers students the opportunity for remedial, enrichment as well as practice exercises.

SCHOOL: Pauline Johnston Elementary Sch.

D. NAME: West Vancouver School District #45

LAST:	Langrumis	FIRST:	David
SAL.:	Mr.	TITLE:	
STREET:	1150 22nd Street	CITY:	West Vancouver BC, CANADA,
ZIP:	V7V 4C4		
EMAIL:			
PHONE:	(604)981-1225	EXT.:	
FAX:		PRIN.:	

SOURCE: NSBA mailing list respondant

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Pauline Johnston is a fully networked voice mailed French Immersion school in a renovated school which was built in 1922. All teachers have a computer and a telephone on their desk.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Networked voice mail.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Peach Springs School

D. NAME:

LAST:	Reed	FIRST:	Michael
SAL.:	Mr.	TITLE:	Superintendent
STREET:	PO Box 360	CITY:	Peach Springs, AZ
ZIP:	86434		
EMAIL:			
PHONE:	(602)769-2202	EXT.:	
FAX:		PRIN.:	

SOURCE: C. St. Lawrence-SL Productions 8'93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Peach Springs School was videotaped in 1991 by SL Productions for the ISTE's VISION: TEST project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Peakview Elementary School

D. NAME:

LAST:	Peterson	FIRST:	Karen

SAL.: Ms. TITLE: Technology Coordinator

STREET: 19451 E. Progress Circle CITY: Cherry Creek, or Aurora, CO
ZIP: 80015
EMAIL:
PHONE: (303)766-1966 EXT.:
FAX: PRIN.:

SOURCE: Jack Platt 2'92 & Jack Wilson

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Peakview is a restructured school built in 1990 which takes advantage of multimedia applications. Students routinely use computers to prepare multimedia projects or presentations, which are sometimes stored in the school's computer-based "student library" where other students use them as resources. Reliance upon multimedia technology has reduced the school's use of textbooks as vital sources of information--they have NO math, science, or social studies textbooks at all. The school has a distributed data and video network with "in-class" groups of computers and multimedia. They have a teacher education program.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Distributed data and video network, and multimedia.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Multimedia technology has reduced the school's reliance upon textbooks, and completely removed all math, science, and social studies textbooks from the school's curriculum.

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Student Presentation

SCHOOL: Pembroke Hill School

D. NAME:

LAST:	Williams	FIRST:	Kathy
SAL.:	Ms.	TITLE:	
STREET:		CITY:	Kansas City, MO
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: TelEd'93 speaker

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Pembroke Hill School teacher Kathy Williams presented a paper entitled "Transatlantic Global Warfare Simulation" at the 1993 Tel-Ed Global Connections conference about Pembroke's experiences with online simulations.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation

TOOL FOCUS INFORMATION:
Student Development
On-line Services

SCHOOL: Penn-Harris-Madison High School

D. NAME:

LAST: Barret
FIRST: Betts
SAL.: Mr.
TITLE: Educ. Services
Technological Dir
STREET: 5590 Bittersweet Road
CITY: Mishawaka, IN
ZIP: 46545
EMAIL: also 255-2044
PHONE: (219)259-7941
EXT.:
FAX:
PRIN.: also Richard Hardt

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Penn-Harris High School was videotaped by SL Productions in the 1991 VISION: Test project. The school has integrated its communications, video distribution, a technology infrastructure, central IMC distribution, integrated instructional and informational systems, and telephone access.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Closed-circuit TV
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Instructional TV
Telecommunications
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Pentucket Regional Junior High Sch

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: Main Street CITY: West Newberry, MA
ZIP: 01985
EMAIL:
PHONE: (508)363-2957 EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1, p. 573 March 1993

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Pentucket Middle School is connected to the Mass LearnPike--a satellite networked dedicated to improving the quality of K-12 education by using the most advanced technology for the delivery of distance learning programs and special events. Information goes to the Mass LearnPike's distant learners by broadcast television, by computer, by phone, by fax and by mail. All television is live and interactive. As a participant, Pentucket has electronic mail access to program presenters between sessions, as well as phone access during programs. The teleconferences provide muldisciplinary subject material.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Because the LearnPike program encourages active involvement from students at Pentucket, it changes the traditional classroom setting. Multimedia help support all the learning styles and intelligences. Pentucket students expanded on the LearnPike "Going Ape!" series by reading Woman in the Midst and Jane Goodall Story. They made costumes, wrote scripts, adn videotaped a short play. They worked on the African masks in art class. From the teleconference they learned some basic sign language to use in the skits. Measurement of ape and human bones during the programs sparked work iwth fractions and percentages in math class.

In another project, teachers supplemented the teleconferences by extended students involvement through the study of Japanese music, armaments, art forms, and customs. The school staged a Karate show, studied the influence of Japan's diet on its people's health, graphed data comparing Japan to other countries, and read Pearl Buck's The Big Wave.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Telecommunications
- Student Communication
  - Telecommunications
  - E-mail

SCHOOL: Pescadero High School

D. NAME:

LAST: FIRST:

SAL.: TITLE:

STREET: CITY: Pescadero, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Students at Pescadero High School utilize technology in earth science and photojournalism classes. The received a $2500 grant from Apple Computers in 1991 to support their innovative uses of computers, and received $800,000 in 1990 to help fund their new photojournalism program which works with the school yearbook and the newspaper. Students also have built a database.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Databases

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Journalism
Studnets use photojournalism technology to put together the

yearbook and the newspaper.

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather
Students conduct environmental field research and prepare written and statical analyses. They compile databases using Apple technology and market presentations to the local community at public meetings. They collaborate with various agencies on the project such as the State Dept. of Game and Inland Fisheries.

SCHOOL: Phillips Elementary School

D. NAME: Hampton Public Schools

LAST:	Newman	FIRST:	Brenda
SAL.:	Mrs.	TITLE:	Principal
STREET:	703 Le Master Drive	CITY:	Hampton, VA
ZIP:	23669		
EMAIL:			
PHONE:	(804)850-5079	EXT.:	
FAX:		PRIN.:	Mrs. Brenda Newman

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
In the early stages of technology integration, Phillips Elementary School has places a computer in their cafateria for students to use at their leisure.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Pinckneyville Middle School

D. NAME:

LAST: Rogers FIRST: Judi
SAL.: Ms. TITLE: JASON Project Director

STREET: 5440 West Jones Bridge Rd CITY: Norcross, GA
ZIP: 30092
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Laptop Notes 10/91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Pinckneyville is a Panasonic Partner School (a laptop program), serving a diverse community of 6-8 graders in suburban Atlanta. Since 1985, the vaculty of Pinckneyville has become increasingly committee to resturcturing the management and teaching styles at their school. Since 1991, they have been using laptop computers. Science classes are participating in the JASON PROJECT, a curriculum project developed by the National Science Teachers Association. Social Studies classes use the Foxfire approach to research the history of their county.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Teachers chose to design a number of projects using the laptop computers, so that during each

of the six rotations that make up the school year, the laptops are being used for different purposes in different curricular areas.

FACILITIES PROFILE:

ACCESS INFORMATION:
Laptops

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications
Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications
Databases
Student Development
Wordprocessors
Student Communication
Telecommunications
E-mail

GENERAL FIELD OF STUDY: Science
COURSEWARE: JASON PROJECT
Science classes at Pinckneyville are participating in the JASON PROJECT, a curriculum developed by the National Science Teachers Association, which involves observation (via satellite) as Georgia Tech scientists explore the wrecksite of warships from the War of 1812. Students record their field notes on their laptops during the exploration. Another science project will bring the students and their computers into a wildlife habitat htat students and teachers constructed on the school grounds.

GENERAL FIELD OF STUDY: Social Studies
In their 1991 social studies classes, Pinckneyville students researched the history of their county. Using the Foxfire approach of basing research on primary sources, students took their laptops into the field as they conducted interviews. Other plans for using the laptops include cultural exchange through telecommunications and interactive science exploration through NASA's educaitonal networks.

SCHOOL: Pine Ridge School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Pine Ridge, PA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Students at Pine Ridge School who are all descendents of the Ogala Sioux Tribe, use hypercard to study Native American and classical mythology. They publish anthologies and teaching tools, develop relationships between cultures and disciplines, and expand their views from the reservation to the world.

In 1991, the school received $2500 from Apple to support their innovative uses of computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Hypercard Stacks

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History

SCHOOL: Poe Elementary School

D. NAME:

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Houston, TX

EXT.:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Poe Elementary School has a computer exploration laboratory, uses geogometry suppposer software, uses multimedia, and participates in a program entitled TEACH NET.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia
Telecommunications

GENERAL FIELD OF STUDY: Mathematics
SUBJECT: Geometry

SCHOOL: Poquoson High School

D. NAME: Poquoson School District

LAST:	Freeman	FIRST:	Barbara A.
SAL.:	Ms.	TITLE:	Mathematics Teacher
STREET:	51 Odd Road	CITY:	Poquoson, VA
ZIP:	23662		
EMAIL:			
PHONE:	(804)868-7123	EXT.:	
FAX:		PRIN.:	Donald P. Bock

SOURCE: V-Quest Newsletter 9/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Teacher Barbara Freeman was an AT&T Award Winner in 1993 and named by Virginia Governor Wilder as Governor's Fellows in the first AT&T Teachers and Technology Institute.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Prairie Vista Elementary School

D. NAME:

LAST:	Hardt	FIRST:	Richard
SAL.:	Mr.	TITLE:	
STREET:	55900 Bittersweet Road	CITY:	Mishawaka, IN
ZIP:	47545		

EMAIL:
PHONE: (219)259-7941 EXT.:
FAX: PRIN.:

SOURCE: Christine St. Lawrence 8'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Prairie Vista Elementayr School was videotaped in 1991 by New York's SL Productions as part of the ISTE's VISION: Test project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Prospect Elementary School

D. NAME:

LAST: Fastenau FIRST: Fred
SAL.: Mr. TITLE:

STREET: 36 South Prospect Street CITY: Oberlin, OH
ZIP: 44074
EMAIL:
PHONE: (212)774-4421 EXT.:
FAX: PRIN.: also John Memmatt

SOURCE: Dr. Pisapia, September 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
There are computers in every classroom of Prospect Elementary School, which has a 14 station computer lab as well and allows computer check-out (on rotary basis) of laser 128 computers for to five nights. The administration tries to help train parents in technologies so they can understand their children's assignments.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Student checkout
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Prospect Heights High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Brooklyn, NY
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.: Jerry Cioffi

SOURCE: TECHNOS vol 2 #3 Fall 1993/OREA Rpt

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

As students arrive at Prospect Heights High School, they are greeted with metal dectectors, x-ray scanners, and a central computer linking the security desk with every classroom. In 1990, the school is ranked 12th most violent of New York City's 125 high schools. THe school has 2006 students, 100% are Black, 75% of whom are Carribean immigrants who have been in the US 1-2 years with 80% requiring remediation. The students come from the city's poorest and politically weakest neighborhoods. Some have never had formal schooling. Many students here shoulder adult responsibilities, some raising brothers/sisters, or their own children, many working nights. The students need literacy training, job preparation, flexible hours, and some way of recovering their self-esteem.

ORGANIZATIONAL PROFILE:

PLANNING: Principal Cioffi believes that a computer can sometimes compensate for negative learning experiences, while some teachers believe that students are missing alot in their home life and mechanization takes even more away from them. Cioffi would like to remove computers from the school's lab arrangement and place 4 or 5 in each classroom because he feels that course work should take place on cpmuters rather than having computers taught as a separate subject.

TECHNOLOGY PROFILE:

Prospect Heights is high tect in security rather than in instruction. The principal has access to the computer that serves as nerve center for the PINS and PASS school administrators' program (Principal Information Notebook, Pupil Administrative Support Services). When a student's name is entered, the following pops up: report card, attendance record, class schedule, biographical information.

The security hardware (metal dectectors, x-ray scanners, central network to security office from every classroom) has kept most weapons out of the school. The school has 150 computers (IBM and Macintosh) for instructional use; three computer rooms on the 4th floor, and computer rooms for special education, litercy training, remediation on the 2nd and 3rd floors, and a GED preparation room. A computer language computer lab is planned after renovation of its 1924 building is complete. There is one IBM based interactive

videodisc program called PALS Principles of the Alphabet Literacy System which the remediation students utilize. Students have access to use the social studies software program Point of View.

Students have access to use the PLATO integrated learning system.

RESOURCES PROFILE:

TRAINING: the Board of Education offers teachers brief training sessions in computer use; IBM and Apple offer workshops, which many teachers find limited.

FUNDING: Because the NY City Board of Education has no program to computerize its high schools, any funds spent on technology come from federal educaiton grants or from the Municipal Asistance Corporation, a private agency.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Prospect Heights has a Business Academy which teaches mostly typing and ledger keeping, has three computer rooms on the fourth floor.

FACILITIES PROFILE:

Prospect Heights was built in 1924, has at least 4 floors, and is in the planning stages of modernization.

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

GENERAL FIELD OF STUDY: At-Risk Students' Education

GENERAL FIELD OF STUDY: Special Education

Prospect Heights has 80% of its students requiring remediation. Special Education teacher Isabelle DiGiacomo's remediation class has the school's $100,000 IBM based interactive videodisc program called PALS (Principles of the Alphabet Literacy System) in her classroom. Her 13 remediation students use computer reading programs. Students do exercises in vocabulary and phonics, view stories told in pictures, voice, and text on the computer, is asked to copy the words, complete sentences, and answer questions while their progress is electronically praised at every step.

SCHOOL: Public School 332

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: New York, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: OERA

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
New York City Public School 332 uses its Integrated Learning System to help its English as a Second Language students.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English As A Second Language

SCHOOL: Puner Elementary School

D. NAME:

LAST: Spaw FIRST: James

SAL.: Mr. TITLE:

STREET: 570 Rich Road CITY: Morning View, KY
ZIP: 41063
EMAIL:
PHONE: (606)356-2155 EXT.:
FAX: PRIN.:

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
In 1992 Puner Elementary School began integrating computers throughout the curriculum.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Queen Annes County High School

D. NAME:

LAST: Lathroun FIRST: Bob
SAL.: Mr. TITLE: Queen Annes Board of Education
STREET: 202 Chesterfield Ave. CITY: Centerville, MD
ZIP: 21617
EMAIL:
PHONE: (301)758-2403 EXT.:
FAX: PRIN.:

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Queen Annes County High School was videotaped as part of the ICTE's VISION: Test project in 1991.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: R.C. Waters Elementary School

D. NAME: Benton-Carroll-Salem School District

LAST:	Morgan	FIRST:	Mary
SAL.:	Ms.	TITLE:	Librarian
STREET:	220 East Ottawa Street	CITY:	Oak Harbor, OH
ZIP:	43449		
EMAIL:			
PHONE:	(419)898-6219	EXT.:	
FAX:		PRIN.:	

SOURCE: Carol Ihnat, 9'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
R.C. Waters Elementary School has computers in every classroom, a Macintosh 26-staion lab, an automated library, and uses laserdiscs in science classes.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The library uses a program called Alexandria on Macintosh computers for its automation. The building also has computers in all classrooms and a 26 station lab with IIes. These IIe computers will be replaced with Mac LCIII using IIe cards on an AppleShare network. Science laserdiscs are used to enhance the curriculum.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Science
Laserdisc technology is used to enhance the science curriculum.

SCHOOL: Ralph Bunche Elementary School

D. NAME: Central Harlem's Community School District Five

LAST:	Reese	FIRST:	Paul A.
SAL.:	Mr.	TITLE:	
STREET:		CITY:	New York, NY
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y

MATERIALS: Y

BRIEF DESCRIPTION:

Ralph Bunche Elementary School houses 750 3-6 graders, a majority of these students being Black and Hispanic students who live in the neighboring public housing. The school has two large projects: the Earth Lab which began in 1987 and its Computer Mini-Schol opened in 1990 with 150 of its students. Beginning in 1993, Bunche adds to their Earth Lab by establishing the Copernicus Testbed to redesign technology use and develop an approach to managing network technology more effeciently.

ORGANIZATIONAL PROFILE:

THE EARTH LAB: In 1987, a few teachers at Bunche in collaboration with resarchers began this project to design the Earth Lab to be a LAN system that supports cllaborative science investigation among elementary and middle school students. This LAN connects all school computers. This LAN is coupled with a network file server which allows flexible access to files across physical contexts.

Teachers involved in his project found their own approach to teaching changed as their students began to take a greater initiative in their own learning.

THE COMPUTER MINI-SCHOOL: Building on the Earth Lab experience, seven teachers at Bunche initiated this mini school within the school to develop and extend the collaborative and cross-curricular approaches to learning that were becoming evident in the use of electronic workplaces.

Students were selected by lottery. Teachers gave up free periods in exchange for smaller classes. After resturcturing, mini school classes averaged 19-23 while regular classes average 28-37. A climate of collaboration and social contact developed which encouraged students and teachers to stay after school and wrok informally together.

Teachers planned together for scarce resources. Experienced teachers shared their knowledge with less informed teachers. Parents became more involved in their children's work, while many came to the school to use the computers themselves. A number of students who had difficulty adjusting to school in the past, are beginning to develop positive work and social

habits. Many students who in a more traditional setting would have been placed in a special education program because of emotional and learning difficulties or sent to the main office for discipline, are able to remain in a regular mini-school class.

TECHNOLOGY PROFILE:

In 1987, Ralph Bunche established a Local Area Network system called Earth Lab that supports collaborative science investigation among elementary and middle-school students. It connects all the computers in the school providing electronic workplaces that are available to the students anyplace where there is a school computer.

The LAN (Macintosh) environment contains a vairety of word processing and database, desktop publishing and other tool software, including electronic mail which connects students and teachers both over the local and wide area networks. By 1993 the school's computer network expanded to include two separate labs, a satellite lab in a small room off one of the classrooms, and networked computers in several other classrooms.

In 1990, the school established a separate Computer Mini-School.

RESOURCES PROFILE:

FUNDING: In 1990, Bunche received $800,000 grant from Apple Computers to help integrate Macintosh technology into the school's Earth Lab and to help in developing the school's Computer Mini-School to serve as a model for sites that are replicating the project in additional Harlem schools. The Earth Lab began in 1987 with help from a different grant.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The primary means for supporting project work and flexible access to computer resources in Earth Lab are "workplaces" which are folders on the file server in which the work of the project(in the form of text, database, graphics, and code files) is stored. These workplaces, available to any computer on the school LAN, give groups a location for their work together. At the schoolwide level, workplaces are set up to serve schoolwide clubs or other projects such as

Kid Witness News (KWN) a group involved in video production. The science work groups give themselves names that are used for group workplaces. Students share different data with different students or groups in the school, for instance, a science group, a noon-hour club, and the whole class.

With such use of a school LAN, teachers are better able to coolabnorate, students are better able to carry their work from one context to another, and the computer lab is increasingly used in a heterogeneous manner with several projects or groups from different classes working simultaneously.

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail
- School-wide network
- Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Desktop publishing
  - Video Editing/TV Production
- Student Research
  - Databases
- Student Communication
  - Telecommunications
  - E-mail

SCHOOL: Rappahannock County High School

D. NAME: Rappahannock County Public Schools

LAST:	Patterson	FIRST:	Brion
SAL.:	Mr.	TITLE:	Chemistry Teacher
STREET:	P.O. Box 295	CITY:	Sperryville, VA
ZIP:	22740		
EMAIL:			

PHONE: (703)987-8575 EXT.:
FAX: PRIN.: John P. Toth

SOURCE: MERCCaseStudy'93/V-Quest Nwsltr9/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	Y	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:

Rappahannock High School, a rural high school with 392 students in grades 8-12, is technology intensive. Instructional needs drive technology use in the classrooms here. They have a 1/10 teacher student ratio and a 1/6 computer student ratio.

Approximately 8%of the school's population participates in the free ro reduced lunch program. Biron Patterson was an AT&T Teachers and Technology winner and was recognized as a national winner of the Tandy Technology Scholars Program in 1993.

ORGANIZATIONAL PROFILE:

VISION: The administration's perspective is to keep technology as transparent as possible to the students, promoting the technology as a tool philosophy. THey believe that technology must be a required part of their students' experience if they are equipped for employement in the 21st Century.

GOAL: to have the lowest computer student ratio in Virginia.

PLANNING: There was little formal planning, most of the planning was done just in time for the implementation phase of the new technologies involve--this was possible only because of the small size of the dirict (2 schools). The district is committed to a Total Quality Management philosophy which extends to the students.

Both staff and student access to computing equipment is a major focus of the efforts in educational transformation of the school. The school has a long term committment to expanding technological opportunities int he school program.

TECHNOLOGY PROFILE:

Almost all of the classrooms contain one

networked Macintosh computer. The science classroom also includes two additional Macintosh computers and three Apple IIGS computers equipped with probes to measure light, PH, sound, etc. The drafting/industrial education classroom offers three MS DOS computers, including one which is interfaced with a numerically controlled wood and metal cutting tool. All of these coputers include some kind of CAD software, as well as word processing.

The Media Center/Communications center is equipped with the following: computer automated Novell networked card catalog and circulation systems; the Novell networked file server works stations; three stand alone computer driven CD ROM database access stations; 7 Macintosh computers connected to a network model and printer; 2 single disc CD ROM drives accessible through Appletalk form the classrooms which have networked Macintosh computers in them; 2 Macintosh computers for checkout; and a UHF antenna.

In addition to the media center, the school also has a networked sixteen station Macintosh lab and a business applications with networked five Macintosh computers and 7 stand alone MS DOS computers. The school has a total of 17 color TV/VCR combinations, two laser disc players, and two LCD projector pannels which are all available for checkout.

Rappahannock High also has a small distance learning classroom which uses Wise County electronic classroom (VSEN).

RESOURCES PROFILE:

SUPPORT: the school received strong support from the Superintendent of Schools who has placed the use of technology at a high priority level for both schools in the district.

FUNDING: Rappahannock's district received a long range grant from RJR Nabisco as part of their Next Century Schools project. In early 1993, the school received a number of computers and accompying software from IBM as the corporation purchased newer, more powerful equipment.

The superintendent was instrumental in attracting and promoting partnerships between local, regional, and natioanl businesses and organizations which include Potomac Edison, US Air Force, RJR Nabisco, Apple Computer, IBM.

The major organizational facilitator of the school is the library media director, a self-taught technology specialist, who has

written several grants which resulted in several equipment purchases in the media center.

TRAINING: The lead teacher and media specialist provide the vast majority of technology training (usually informally) to the rest of the faculty. The administration provides one half of the tuition for faculty pursuing graduate Master's degrees at Shenandoan University in approved areas.

Other staff development opportunities include courses offered at the high school which can lead to a master's degree program through this university.

ADMINISTRATIVE USES OF TECHNOLOGY:

One Spanish teacher at Rappahannock uses a sophisticated gradebook software to help in administrational duties.

Most teachers use the computer in their room to partially atuomate grading, management and word processing tasks. Teachers also use the telecommunications resource to access VA PEN and other university-based information resources such as library card catalogs or interlibrary loan.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

INSTRUCTIONAL APPLICATIONS: In classrooms at Rappahannock, technology is used both as a delivery vehicle for instruction (computer as tutor) and for a varieyt of other tasks (computer as tool). The drafting, English, and science teachers remodeled their instructional practiceto make use of computer technology. THe school plans to develop new course offerings that would capatialize on interdisciplinary approaches such as home economics/technology training and mathematics/problem-solving statistics.

The 10th grade teachers (English, science, industrial arts, school newspaper advisior, and business) have their students use word processing a great deal.

Although students have access to the software/hardware for the state educational network VA PEN which is available through the library media center and the science area, it is primarily used by teachers.

Lack of strong keyboarding skills by most students is a problem in effectively using work processing software.

INTEGRATION: The integration of computer mediated instruction varies from teacher to teacher. Some teachers use word processing to add "corrective

notes" to students' work so that sutdents can revise their work and add it to portfolios for alternative assessment without retyping. Lead teachers also employ collaborative (peer editing) and cooperative (science projects, newspapers, etc.) to complement their use of technology.

Another group of teachers are moderate users of technology overall, but have not radically changed their insturctional delivery methods. They utilize the media lab more frequently because the staff can guide and trouble-shoot for individual sutdents and/or small groups when technology-related problems occurr.

A third group of teachers have baseline literacy skills but use computing beyond word processing mailnly for managerial tasks. These teachers have one or two networked Macintoshes (most without a hard drive) in their classrooms.

FACILITIES PROFILE:

The location of Rappahannock High School, close to the central administration office and to the one feeder elementary school, allows for close collaboration between the schools and central administrative staff.

ACCESS INFORMATION:

- E-mail
- School-wide network
- Student checkout
- Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:

- Distance learning
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools
- Tutorial

TOOL FOCUS INFORMATION:

- Student Research
  - CD ROM
  - Telecommunications
  - Probes
- Student Communication
  - E-mail
  - Telecommunications

GENERAL FIELD OF STUDY: Art

SUBJECT: Drafting

The industrial arts/drafting teacher uses three MS DOS computers in his room to instruct students in the use of specialized equipment (some donated through corporate collaboration) for the design and production of Computer Assisted Design projects. He also uses parts of the same system to produce the school yearbook.

SUBJECT: Industrial Arts

GENERAL FIELD OF STUDY: Business / Economics

Two business education teachers use both MS DOS nad Macintosh platforms to teach management and budeting with spreadsheets on the twelve computers in the business lab.

GENERAL FIELD OF STUDY: English / Langauage Arts

The 10th grade English teacher has ecperience with computers in her preservide and is very enthusiastic about the importance of computers in the language arts area. She depends on the use of computers in the library and the multipurpose Macintosh lab (16 computers) to maintain high student/computer ratio in her technology intensive lessons.

SUBJECT: Journalism

Microsoft Works and Pagemaker are used in the production of the school newspaper and yearbook.

GENERAL FIELD OF STUDY: Science

Earth Science and Physics teachers at Rappahannock use interface software and hardware. Students use graphics software (Cricket Graph) in the preparation of science projects.

The Christie McAuliffe awarded science teacheruses five computers (3 Apple IIGS and 2 Macintosh) in his classroom which he uses for investigations and reports integrating word processing, graphics, and scientific concepts.

SCHOOL: Red Mountain High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Mesa, AZ
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Toch article, 1/93, US NEWS

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Red Mountain HIgh School is a teacher incentive leader.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Relis Elementary School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Princeton, NJ
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Relis Elementary School uses technology as a tool to help the learning process. Students use word processing, databases, desktop publishing, and laser discs.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Desktop publishing
  - Laserdisc

SCHOOL: Richards High School

D. NAME: Public School District 218

LAST:	Huss	FIRST:	Pat
SAL.:	Ms.	TITLE:	Art Teacher
STREET:	10601 Central	CITY:	Oak Lawn, IL
ZIP:	60452		
EMAIL:			
PHONE:	(708)499-2550	EXT.:	1471
FAX:		PRIN.:	

SOURCE: McParland, NSBA

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The art department at Richards High School makes use of technology to help its communication arts students work with local businesses. Students in drawing and fundamental classes are exposed to the computers, but the major emphasis

is with Commercial Arts students.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
ART: IBM, Dell, and both black/white and color Macintosh computers along with HP black/white and color printers, CD ROM and scanners. Various drawing and writing programs include Corel, Prefessional Draw, Photoshop, and Animation.

RESOURCES PROFILE:
TRAINING: Faculty members receive training at school and are encouraged to participate in workshops and attend other classes and conventions.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Graphics

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art
Commercial Arts students at Richardson learn the business of art in their prefessional relationship with local businesses. Arts students design and scan logos, business cards, stationary, letterhead, ad layouts, and cover designs on the computers. They have to deal with deadlines and time schedules. All of the work is free of charge. Their payment is the grade they get. Pat Huss is the art teacher responsible for the community service program. Students are responsible for soliciting clients.

Besides giving students assignments outside of the usual academic rigmarole, the program provides an advantage if they choose to pursue commercial or graphic arts in college or as a career.

SCHOOL: Ridge High School

D. NAME:

LAST:	McCann	FIRST:	Linda
SAL.:	Ms.	TITLE:	
STREET:	S. Finley Avenue	CITY:	Basking Ridge, NJ
ZIP:	07920		
EMAIL:			
PHONE:	(908)204-2621	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Ridge High School students communicate locallyand globally using teleocmmunications technology the school has because they participate in the AT&T Learning Network.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Distance learning

TOOL FOCUS INFORMATION:
- Student Communication
  - E-mail
  - Telecommunications

SCHOOL: Riverside High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Greer, SC
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Toch article, 1/93, US NEWS

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Riverside High School is a leader in teacher incentives.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Robert E. Lee Middle School

D. NAME: Orange County Public Schools

LAST: Blau FIRST: Jan
SAL.: Ms. TITLE: Crossroads Effort Leader
STREET: CITY: Orlando, FL
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
By 1992, students here were learning the basics of Macintosh computers.

ORGANIZATIONAL PROFILE:
VISION: computers are positive forces in students lives.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Desktop publishing

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Literature

SCHOOL: Roberts Vaux Middle School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Phildelphia, PA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: AppleCommunityAffairsNEws Spring91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Students at Roberts Vaux Middle School utilize technology in their interdisciplinary english/social studies project where studnets run a their own non-profit production/publication company which services the needs of surrounding businesses. Students do the marketing, public relations, sales, and finance of the operation.

In 1991, the school received $2500 from Apple to support their innovative uses of computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Desktop publishing

GENERAL FIELD OF STUDY: Business / Economics

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Social Studies

SCHOOL: Rocky Ridge Elementary School

D. NAME: Benton-Carroll-Salem School District

LAST:	Bibb	FIRST:	Joe
SAL.:	Mr.	TITLE:	Computer Coordinator
STREET:	1098 North West Street	CITY:	Rocky Ridge, OH
ZIP:	43458		
EMAIL:			
PHONE:	(419)898-6218	EXT.:	
FAX:		PRIN.:	

SOURCE: Carol Ihnat, 9'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Rocky Ridge has an 18 station networked computer lab, a soon to be automated library, computers in every classroom, and uses laserdisc programs in science lessons.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Rocky Ridge has: an 18-station Mac LCII with IIe cards computer which replaced a 13-station IIe lab in 1993. This new lab is networked by AppleShare. The school uses a TIGAN MultiRoute (8-port) connected to a Centris 650 with a CD ROM server using an EtherNet cable--to allow for the Local Talk network to run much faster.

All classrooms have IIe or IIGS computers, which are all due to be replaced with Mac LCs in 1994. The library is waiting for library automation using Alexandria on Macintosh computers. Laserdisc programs enhance the science curriculum for all grade levels.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:
Computer
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Science
Rocky Ridge uses laserdisc programs in their science lessons.

SCHOOL: Rowland High School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Los Angeles, CA
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The art department at Rowland High School uses technology which allows its students to learn computer animation.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Graphics
Student Presentation
Graphics

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art

SCHOOL: S.J. Welsh Middle School

D. NAME: Calcasieu Parish Public School District

LAST:	Honeycutt	FIRST:	Cheryl
SAL.:	Ms.	TITLE:	Principal
STREET:	1500 West McNeese Street	CITY:	Lake Charles, LA
ZIP:	70605		
EMAIL:			
PHONE:	(318)477-8959	EXT.:	
FAX:		PRIN.:	Cheryl Honeycutt

SOURCE: George Clyde 9/93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
At S.J. Welsh Middle School, interdisciplinary team teaching produce multimedia units of work and is cooridinated by art and language arts teachers. There were 1,132 students during the 92-93 school year.

ORGANIZATIONAL PROFILE:
VISION: to help students become more involved in the learning process through cooperative learning, team teaching, and a lot of technology.

TECHNOLOGY PROFILE:

Technology has transformed SJWelsh into a thinktank of industrial and visual arts: Tech 2000 SmartLab computer managed network which offers robotics, system simulation, word processing, publishing, computer aided manufacturing. Students move from island to island in sequence of learning activities, experimenting with satellite technology, pneumatic structures, rocketry, aerodynamic testing, simulated flight, space-frame construction, hydroponics, and superconductivity.

There is also an art lab with 15 computers, scanners, CD-ROM encyclopedias, videodisc players, multimedia programs. Students create 3-D animations here.

There is a star lab for science, and Macintosh and IBM labs as well.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The Mac and IBM labs are used for Applied Technology/Computer Literacy curriculum. The Tech 2000 SmartLab provides enrichment class for students who explore realworld applications of technology. Technology tools used include Star Lab in science classes, a school BBS run by teachers and students, and the school is a participant in international telecommunications projects.

Each day for 50 minutes, students brainstorm in the Tech 2000 SmartLab where they use islandlike labs to simulate high-wage hightly skilled job environments. A computer managed network allows students to control content, applications, and information in the areas of robotics, computer aided manufacturing, system simulation, word processing, and publishing.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Distance learning
Multimedia
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

Simulation

TOOL FOCUS INFORMATION:
Student Research
Robotics
Hydrolics
Electronics
Multimedia
Student Development
Wordprocessors
Desktop publishing
Graphics

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art
The art department has a large art lab where students have access to 15 computers, scanners, CD-ROM encyclopedias, videodisc players, and animation graphics software.

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Science

SCHOOL: San Domenico School

D. NAME:

LAST:	Farmer	FIRST:	L
SAL.:	Dr.	TITLE:	Upper Library Director
STREET:	1500 Butterfield Road	CITY:	San Anselmo, CA
ZIP:	94960		
EMAIL:			
PHONE:	(415)258-1927	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The school library at San Domenico School has CD ROM and HyperCard.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

TOOL FOCUS INFORMATION:
Student Research
CD ROM
Hypercard

SCHOOL: Sandez Elementary School

D. NAME: Millard Public Schools

LAST:	Honley	FIRST:	Dennis
SAL.:	Mr.	TITLE:	
STREET:	5959 South Oak Hills Dr.	CITY:	Omaha, NE
ZIP:	68137		
EMAIL:			
PHONE:	(402)895-8345	EXT.:	
FAX:		PRIN.:	

SOURCE: Don Jacobson, 9/93, 402-691-1348

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Sandez fifth grade students have access to LegoLogo telecommunications and the Internet.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

GENERAL FIELD OF STUDY: Grade Specific Curricula
Fifth grade students at Sandez have access to LogoLogo telecommunications and the Internet.

SCHOOL: Santa Barbara High School

D. NAME:

LAST:	Nibbe	FIRST:	Loren
SAL.:	Ms.	TITLE:	Director, TIME
STREET:	700 East Anapamu Street	CITY:	Santa Barbara, CA
ZIP:	93103		
EMAIL:			
PHONE:	(805)966-1028	EXT.:	
FAX:		PRIN.:	

SOURCE: CA MTS Book: Destinations p. 7

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Santa Barbara High School uses technology in the history and social science curricula.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History

SCHOOL: Santa Cruz Gardens Elementary Sch

D. NAME: Monterey Peninsula Unified School District

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Santa Cruz, CA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: CA MTS Book: Destinations, p. 39

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
During the 1991-1992 school year, Santa Cruz began the process of adopting and adapting practices which they observed during visits to California Model Technology Schools within its Monterey School District. During the summer in 1992, Santa Cruz was one of the pilot schools in the new MMTS TIES (Technology in Education Seminar) program.

ORGANIZATIONAL PROFILE:
VISION: After visiting Manzanita Elementary School, a California Model Technology School within its Monterey School District, Santa Cruz staff recognized that it is important for students

to have experience with technology before going out into the work force. After the visit in 1991, the principal wanted to integrate technology with instruction. In 1991 the district assistant superintendent began considering a district-wide technology plan.

PLANNING: Santa Cruz is not interested in purchasing equipment, programs, or other resources, but rather administrators are striving for an individualized program that focuses on students needs. Emphasis was placed on strong planning, staff development, and training.

IMPLEMENTATION: Teachers are given the freedom to try out ideas and express their individualism when working with new technologies. Teachers here realize that technology is not to be used in isolation, but in conjunction with students, curriculum, and learning.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

TRAINING: Numerous substitute days are provided to teachers who seek technology training upon request. The district also provided Santa Cruz's planning days for staff members to work together collaboratively and to develop ideas. Beginning in 1992, Santa Cruz began using a Monterey consultant to work with staff as they develop their individual intervention programs, and also hired several Monterey staff to assist in the development and delivery of a staff development program.

FUNDING: Because of its district support, Santa Cruz received a S B 1274 planning grand in 1991 which gave additional opportunities to do further research and readying for technology in the school.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Santa Fe Indian School

D. NAME:

LAST:	Abeyta	FIRST:	Joseph
SAL.:	Mr.	TITLE:	Superintendent

STREET: CITY: Santa Fe, NM
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Santa Fe Indian School was established in 1890 by the US governemtn to teach Native Americans. In 1981 an All Indian Pueblo Council assumed control of the school and redesigned the curriculum to reflect and build on the culture of Native Americans. Two Apple grants have funded their technology agenda. They use computer technology and various software programs with interesting projects in the art department and the Language Arts department. Other New Mexico schools have visited Santa Fe to learn about their applications of computer technology in the classroom.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Santa Fe offers: a Language Arts Research Center with a computer based structured writing model called "cognitive composition;" Macintosh IIci computers, Apple scanners, spelling and grammar software, and Apple IIGS computer systems.

RESOURCES PROFILE:
FUNDING: Santa Fe Indian School is one of seven Grant Indian schools--an institution funded by the Department of the Interior, but operates under local control. It also received grants from Apple Education Grants program to fund hardware and teacher training: one in 1987 to develop communication skills and the other to enable students to create and sell their own art.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Language Arts teachers at Santa Fe Indian School established a "Cognitive composition" computer program to help students in grades 7-12 improve their written communication. Art students utilize computers to create their own artwork which they then have printed and market to sell to local businesses.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Wordprocessors
Graphics

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art
A fully implemented Equal Time grant and a second Apple Crossroads grant allowed staff to alter the curriculumso that 11-12 graders could learn some real world lessons about the ways art is produced and marketed in the booming Santa Fe commnity--which is one of the national centers for ard and design in the United States.

To create their own artwork, students use donated Macintosh IIci computers and Apple scanners to depict a wealth of images and patterns from their traditions. After completing their artwork, students come up with a marketing plan and secure venture capital from a fund established by the school for the project. Students borrow money from this fund on a token one percent interest rate to have it printed. The process teaches students how do do business by soliciting bids, placing orders, and scheduling. They also learn to speak some of the jargon of the graphics and printing professions. They get an opportunity to get an insider's view of a potential career option.

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Spelling
Students at Sante Fe use spelling- and grammar-check software programs in their "Cognitive Composition" writing program in their Language Arts classes.

In response to low writing abilities in grades 7-12, Santa Fe's language arts teachers developed a computer based, structured writing model called "Cognitive Composition" to take advantage of students' verbal strength and help their written.

Class discussions open the start of the week to generate a common base vocabulary. Next students sit down at the computers to brainstorm about the topic, typing whatever words or phrases come to mind--without any editing. Once everyone has a full screen of pertinent words and phrases, the class stops to talk about ways to group them and to rank these clusters of words according to their relative importance to the topic.

With this map close at hand, students choose a central word or phrase in a particular cluster, and write a topic sentence on the computer about that idea. Supporting sentences are developed from other words or phrases in the cluster and the concluding sentence of each paragraph restates the main idea. When the students are satisfied with their drafts, they run them through spelling and grammar checking software. Before turning their papers in, students read them aloud to a partner for evaluation.

SCHOOL: Sarah Greenwood School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Dorchester, MA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Beverly Hunter 12'93

SCHOOL TYPE:	4	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Sarah Greenwood School is a small school with about 350 students and 24 teachers which has

developed several exemplary, award winning programs since it began their restructuring effort in 1989. This effort focused on the development of a multicultural, two-way bilingual school. In 1992, the school became one of the first two sites to become a Co-NECT school.

ORGANIZATIONAL PROFILE:

RESTRUCTURING: In 1989, the staff renamed themselves the Sarah Greenwood Leadership Academy and began the integration of multiple strategies throughout the entire school, developing leaders hwo are prepared for productive and critical participation in society. With strong support from the superintendent in 1992, SGLA became one of the first two sites to become a Co-NECT school.

In becomming a Co-NECT school, the SGLA sought to redevind, and refine the actions, activities, and strategies of the school. It became an opportunity to integrate the community based needs of the school with the larger national movement for exemplary schools.

Teachers were sent to a detailed Summer Institute to learn about the Co-NECT school environment. It was a four week session.

SGLA developed a comprehensive two year plan divided into each of the 4 semesters into goals for Organization, Instruction, Assessment, Professional Development, and Technology.

MISSION: The SGLA, a Co-NECT school believes in the importance of encouraging the love of learning within a caring, supportive environment that provides opportunities to learn from out differences and the diverstiy and history of their students. By providing different approaches to group cohesion and discipline, SGLA will promote students positive self image and respect for their own individuality. Throug cooperative endeavors supported by relationships with adult mentors outside the school, SGLA will develop an environment where social and cognitive skills are enhanced and that enable the students to live healthy, happy, meaningful and productive lives.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Saturn School of Tomorrow

D. NAME: St. Paul Public School District 625

LAST: Coltrain FIRST: Gloria
SAL.: Ms. TITLE:

STREET: 65 East Kellogg Boulevard CITY: St. Paul, MN
ZIP: 55102
EMAIL: Aplink: K1337
PHONE: (612)293-8354 EXT.:
FAX: (612)290-8331 PRIN.: alsoTom King/Mike Hopkins
SOURCE: D.King;PRINCIPAL11/91;THE4/92/Bouch

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

The Saturn School of Tomorrow teaches students in grades 4-8 using a broad array of the state of the art technologies in a 1991-renovated downtown YMCA building. It has shifted the emphasis of education from remembering facts presented by a teacher to finding, organizing, and making sense of a wealth of facutal information available to today's student.

The Saturn School is a citywide magnet program with students coming from all over the district, creating a diverse range of abilities and ethnic backgrounds. They got their name from the General Motors Saturn Plant because they expect a high level of performance in reading, writing, and math, in addition to their new global communications curricula.

Saturn is a national recognized as a collaborative, community approach to the re-invention of the American school.

ORGANIZATIONAL PROFILE:

VISION: To create a new school by blending the best methods with most powerful and useful technologies where each child is a successful

learner. Saturn is NOT driven by the "some succeed/ some fail" policy.

Key concepts to the school include: personalixed learning, teacher emposerment, parental involvement, community participation, and a comphrehensive use of new learning technologies.

IMPLEMENTATION: Through a comprehensive visioning process, staff, parents, students, the Teachers Union, teachers' trainers, hardware and software vendors, and other business representatives teamed up to redesign a school with a the above mentioned singualr vision. The school opened for grades 4-7, planning to add grade 8 in 1992, and another grade each year after that.

PLANNING: A planning committee comprised of all the above mentioned participants, began planning this Saturn School in 1986 with the vision a new schooling process in which every student would succeed.

PARTNERS: St. Paul Federation of Teachers, University of St Thomas, Minnesota Educational Computing Corporation (MECC), Apple Computer, Inc., Control Data Corporation, Bush Foundation, Pioneer Communications, Sunburst Software, Videodiscovery, and Optical Data.

MISSION STATEMENT: The Saturn School of Tomorrow will bring together the best of what is known about effective learning research and powerful learning technologies and synthesize it into a transformed, personalized school setting that employs a Personal Growth Plan for each student, a curriculum for today and tomorrow, ant the assumption of learning success for each child.

TECHNOLOGY PROFILE:

Saturn uses only state-of-the-art technologies: Both Josten's and Computer Curriculum Corporation ILSs, LEGO RTC logo, LogoWriter, HyperStudio, HyperCard, video, networks, Winnebago library, Discourse System (for group instruction/ communication) phones, modems, hypercard, synthesized music, videodisc, CD-ROM, scanners, DTP, BBS. Each classroom is fully wired for school's video and computer networks.

RESOURCES PROFILE:

STAFFING: a lead teacher, associate teachers, generalist teachers, student interns, educational assistants, teacher aids, and a school secretary, while the principal, project director, lead team,

and elected school council administer this site-based school.

FUNDING: The intent of this project is to be average costs by 1994-95 schoolyear. While its initial budget in 1989 was nearly 50% higher than years since to pay ofr the special technology and euqipment costs, per-capita costs in the 91-92 year are only a few hundred dollars higher.

ADMINISTRATIVE USES OF TECHNOLOGY:

All learning areas have teaching stations which include a networked Macintosh computer and a monitor that can also display video from cassettes or discs. Teachers use the room which best fits the needs of each course and thereby move their classes around the school.

Since teachers do not have their "room," they have a personal work area in the administrative section that also includes a large staffworkwoom, conference spaces, and a lounge.

Computers help manage, store, and retrieve students records, test performances, and student persoanl growth plans. In 1991, Saturn staff were working on software that will facilitate the process of setting students goals and tracking achievement.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Teachers at Saturn use state-of-the-art technologies as a vital tool: ILS for reading, math and other topics; LEGO/logo systems for computer programming and robotics; Videodisc systems for access to high quality vidoe libraries and sources; Discourse System for quality group-based instruction (which permits lessons to be developed and presented on disc in coordination with a VCR, videodisk player, or slide projector).

With the help from parents and teachers, each student develops his/her personal growth plan which identifies strengths, needs, and goals. This new school added the following to its reading, writing, and math curriculum: global communications, personal wellness, community volunteer activities, cooperative leanring, project- based work, and videograph--all skills needed for a changing world.

Learning is active and project-based; students learn by doing, byu discovery, and by learning from their mistakes. More often than not they work in cooperative groups, helping and learning from each other. Teachers rarely present

information to large groups of students. More frequently, they focus on individuals or small groups of students by using such technologies as an ILS and stand-alone software and hardware.

Saturn has no grades or marks, but relys on student portfolios and presentations for assessment. Students advance not after getting grades, but after proving that they have reached their various individualized goals stated in their personal growth plan. Portfolio material may include photographs, video or audio tapes, data disks, examples of student work, writing samples, and special projects.

FACILITIES PROFILE:

The Saturn School is housed in a former downtown YMCA building. In 1991, Saturn could hold over 300 students in the first five floors of the old YMCA.

The staff worked closely with the architech to design spaces that reflect the school's vision--there is no room that resembles the traditional clasroom. There are rooms designated for specific activities such as the music room, the art room, science room, computer lab study, Discourse room, multipurpose rooms, and an enormous cooperative workroom that includes a small media center, and teachers move from room to room with their students when appropriate.

ACCESS INFORMATION:

- School-wide network
- Classroom Computer(s)

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Multimedia
- Audio Tape
- Laser Disc
- VCR
- Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:

- Drill and practice
- Simulation
- Tools

TOOL FOCUS INFORMATION:

- Student Research
  - CD ROM
  - Telecommunications

Videodisc
Student Development
Wordprocessors
Graphics
Hypercard
Hypercard Stacks
Robotics
Student Presentation

SCHOOL: Schalomont High School

D. NAME:

LAST:	Linberg	FIRST:	Eleanor
SAL.:	Ms.	TITLE:	
STREET:	1 Sabre Drive	CITY:	Schenectady, NY
ZIP:	12306		
EMAIL:			
PHONE:	(518)355-6110	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Schalomont High School participates in the AT&T Learning Network, and therefore offers its students access to telecommunications opportunities and expanded/additional courses through distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

TOOL FOCUS INFORMATION:
Student Communication
E-mail
Telecommunications

SCHOOL: School of the Future

D. NAME:

LAST: Solomon FIRST: Gwen
SAL.: Ms. TITLE:

STREET: 210 East 33rd Street CITY: New York, NY
ZIP: 10016
EMAIL:
PHONE: (212)679-0328 EXT.:
FAX: (212)679-0817 PRIN.: Cyndy Everrest-Bouch
5/92
SOURCE: AppleCommunityAffairsNews Spring91

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The School of the Future has computers integrated into the curriculum which focuses on multicultural themes in history and literature. Students collaborate on progjects using multimedia tools, libraries, and databases. They present their work on Hypercard stacks and in oral, written, and videotaped presentations.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The School of the Future received $2500 from Apple in 1991 to support their innovative uses of computers.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia
- Camcorder

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Presentation
  - Multimedia
  - Databases
  - Hypercard Stacks
  - Camcorder
  - VCR

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Social Studies
- SUBJECT: History

SCHOOL: Science High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Newark, NJ
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The technology program at Science High School enables teachers to establish an

interdisciplianry approach to studying the urban environment and its problems, and future trends. Students attempt to design real solutiona to real problems through field research and laboratory use of simulation, interactive, and problem solving software.

In 1991, the school received $2500 from Apple to support their innovative uses of computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Simulation
Problem Solving
Tools

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

SCHOOL: Seaholm High School

D. NAME:

LAST:	Pierno	FIRST:	Mike
SAL.:	Mr.	TITLE:	Robotics Teacher
STREET:	2436 West Lincoln	CITY:	Birmingham, MI
ZIP:	48009		
EMAIL:			
PHONE:	( )443-8400	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Sylvia P. Whitmer

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y

CLR BASED: Y
MEDIA CENTER: Y
ASSESSMENT: N
MATERIALS: N

STUDENT BASED: N
STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
There is a robotics course taught at Seaholm High School as well as a multimedia production course.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Robotics
Multimedia

GENERAL FIELD OF STUDY: Computer Science / Technology

GENERAL FIELD OF STUDY: Engineering
SUBJECT: Robotics
Robotics is taught at Seaholm High School.

SCHOOL: Sentinel Secondary School

D. NAME: West Vancouver School District #45

LAST: Knight
FIRST: Ron
SAL.: Mr.
TITLE:

STREET: 1250 Chartwell Drive
CITY: West Vancouver,BC, CANADA,
ZIP: V7S2R2
EMAIL:
PHONE: (604)981-1130
EXT.:

FAX: PRIN.:

SOURCE: NSBA mailing list respondant

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
There is a computer on every teacher's desk. All students in 2 classrooms of grade 8 and their teacher have been equipped with powerbooks. The teachers are creating a paperlesss classroom -- all rooms have been equipped for these students to "plug-in" and "network." Modems are planned for home use to a local BBS.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Networked classrooms, modems for home use.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Computer

TOOL FOCUS INFORMATION:
Student Research

SCHOOL: Seven Oaks Elementary School

D. NAME: North Thurston School District

LAST:	Farr	FIRST:	Pam
SAL.:	Ms.	TITLE:	Cluster III Teacher
STREET:	305 College Street	CITY:	Lacey, WA
ZIP:	98506		

EMAIL:
PHONE: (206)493-2855 EXT.:
FAX: PRIN.:

SOURCE: Electronic School 9/92, p. A38

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Seven Oaks is the result of a two year attempt to create a school that inspires its 740 students to be self directed learners and critical thinkers who can use technology as a tool for learning. Parent involvement, empowered teachers, an onsite preschool, and computer networking work together to educate Seven Oaks students. Grades are clustered so that the same teacher has students for two years, grades 1 & 2 are taught together in cluster I, 3 & 4 are II, and 5 & 6 are III.

ORGANIZATIONAL PROFILE:

GOAL: Mastery of higher order thinking skills.

PLANNING: The principal and three committees composed of faculty members, parents, and district administrators led the planning process for a full year before opening day. The parent committee was influential in placing both Apple and IBM equipment in the classrooms.

ASSESSMENT: Teachers take an active approach to guaging students' progress by observing and interviewing students and requirement them to demonstrate their knowledge. Project based assessment is espically improtant for standardized assessment strategies alone are inadequate. From the earliest grade levels, students are evaluated on specific projects that they present orally to their classes. Videotapes of student presentations help both teachers and students judge progress from year to year.

For more prosaic assessments, Seven Oaks added to the computer network the Northwest Evaluation Association's Computer Adaptive Test (CAT) for reading/language arts and math. Students take online multiple choice tests in specific subject areas, entering their answers via computer rather than on paper. As the sutdent answers questions,

the system adjusts the level of difficulty based on the student's previous responses. By the end of a 20-question test, the student receives a standardized score that has a high degree of reliability, according to the evaluation association. Starting fall 1992, students in grades 3-6 will take CAT tests three times a year.

TECHNOLOGY PROFILE:

Apple and IBM computers are in classrooms, while teachers use Macintosh computers. Teachers use an electronic mail link for improved communication: CE Software's Quick Mail for electronic masil over Apple's AppleTalk and AppleShare networks. Microsoft Works is on the network as is Adobe's True Form.

The classrooms, library, and science lab are part of an IBM/Novell network. The library/media center houses a laser printer accessible from any workstation in the building and a PS/2 Model 30/286 computer capable of running CD ROM discs and integrating speech with multimedia applications. Two PS/2 Model 80 computers store software and distribute it throughout the baseband and token ring design network.

By September 1992, each of the 14 classrooms for grades 3-6 have five networked IBM PS/2 Model 25/286 computers and a dot matrix printer.

The science lab includes six learning centers in which technology is a tool for research, experimentation, and telecommunications.

The basic courseware of choice is part of EduQuest's Teaching and Learning with Computers (TLC) reading, language arts, and math.

RESOURCES PROFILE:

FUNDING: Fueling Seven Oaks' restructuring project is a six year $140,000 per year "Schools for the 21st Century" grant from Washington state. The district has a partnership with IBM EduQuest which ilicits some additional funding for training opportunities and to field test new EduQuest products.

TRAINING: This grant buys teachers 10 extra days of inservice training eacy year and provides stipends for teachers who serve as building technology experts and as liasions with the principal.

SUPPORT: Instead of the traditional elementary school's three fulltime specialists, one each for music, art, and physical education, Seven Oaks

employs six halftime specialist: 2 for art, 1 each for drama, PE, science, and music.

ADMINISTRATIVE USES OF TECHNOLOGY:
Cluster teachers meet weekly to develop curriculum, determine desired outcomes, refine assessments, adn plan multigrade projects as a team, assisted by an electronic mail link for communications. Adobe's True Form program on the network simplifies the creation of customized report cards.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
The TLC learning centers (5 or more in each classroom) let students mix whole-group instruction, small-group instruction, independent work, and computer-assisted learning. Students work on language arts in the morning and take up special projects in the afternoons. The interdisciplinary nature of TLC centers complements the school's approach to resturcturing.

FACILITIES PROFILE:

ACCESS INFORMATION:
- Classroom Computer(s)
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Development
  - Wordprocessors
  - Graphics
  - Probes
  - Telecommunications
- Student Research
  - Databases
  - CD ROM
- Student Presentation
  - Desktop publishing
  - LinkWay
  - Multimedia
  - Digital / optical

GENERAL FIELD OF STUDY: Grade Specific Curricula
In Cluster I (grades 1-2), students use library books to research their chosen topics, then handwrite reports and draw pictures to illustrate them.

In Cluster II (3-4), students refer to the media center's electronic card catalog and copies of Grolier's CD ROM Encyclopedia and Compton's Multimedia Encyclopedia for resources. They create their reports using IBM's Primary Editor Plus word processing software; create illustrations; and add clip art and decorative fonts to their work using The Learning Company's Children's Writing and Publishing Center software.

In Cluster III (5-6), student refine their skills by using additional resources, including computer databases to create desktop published documents and produce multimedia presentations. Students type their reports using Microsoft Works; take photos using Canon's digital Xapshot RC-250 camera; digitize additional images using Computer Eyes' Computer Eyes Professional; and design their presentations using IBM's LinkWay and Power Up Software's Express Publisher software.

GENERAL FIELD OF STUDY: Multidisciplanary

The interdisciplinary nature of TLC complements Seven Oaks' approach to resturcturing. The reading and language arts component stresses integration of reading, writing, speaking, spelling, and listening. Lnaguage arts materials are developed by theme which often expend into science, social studies, and health. Following standards published by the National Council of Teachers of Mathematics, the math component concentrates on problem solving, higher order thinking, and revelant applications of mathematics concepts to other subjects areas. In addition, many aspects of the TLC approach involve small group instruction, emphasizing cooperative learning.

A 1992 series of 5th-grade activities illustrates the school's multidisciplinary approach. The themes were: science - inventors and inventions and energy; language arts - putting events in sequence; social studies - U.S. history. A time line stretching around three walls of the classroom gave students a place to record their resarch about inventors and their inventions as it reinforced the concept of sequence.

Another 1992 hands-on activity (designing an energy-efficient home out of a cardboard box) turned students into inentors. They used computer based temperature probes and EduQuest's Personal Science Lab software to test and grapyh the effects of insulation on their cardboard houses. Finally, using word processing software,

students applied their sequencing skills in the creation of a narrative describing their work.

GENERAL FIELD OF STUDY: Special Education
Special Education students and others who need extra help receive additional attention from teacher assistants and can use the TLC coursewre 30 extra minutes befor the school day begins or after school.

SCHOOL: Sharonville Elementary School

D. NAME:

LAST: Lightfoot
FIRST: William
SAL.: Mr.
TITLE: District Computer Specialist
STREET: 25 West Sharon Avenue
CITY: Cincinnati, OH
ZIP: 45246
EMAIL:
PHONE: (513)771-8560
EXT.:
FAX:
PRIN.:

SOURCE: Electronic School, 9/92, p. A46

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
With the help of a modicum of software and equipment, Sharonville Elementary School has generated year-round excitement about history. Sharonville chose puzzles of the past as an education theme for special events, guiding students to learn about the past in search of ways to help humanity now and in the future. With this program, parents, teachers let theme related activities including a session to generate a timeline in the school's 25 Apple IIGS lab.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The school has a 25 station Apple IIGS lab.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development

GENERAL FIELD OF STUDY: Social Studies
SUBJECT: History

SCHOOL: Shaw Junior High School

D. NAME:

LAST:	Ziko	FIRST:	Wally
SAL.:	Mr.	TITLE:	
STREET:		CITY:	Gorham, ME
ZIP:	04038		
EMAIL:			
PHONE:	(207)839-5010	EXT.:	
FAX:		PRIN.:	

SOURCE: Jow Walters, via e-mail

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Shaw Junior High School is experimenting student assessment through computerized portfolio projects.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development

SCHOOL: Sheepshead Bay High School

D. NAME:

LAST:	Chestler	FIRST:	Marc
SAL.:	Mr.	TITLE:	Computer Coordinator
STREET:	3000 Avenue X	CITY:	Brooklyn, NY
ZIP:	11235		
EMAIL:			
PHONE:	(718)332-2003	EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Pisapia 8'93 / Picciano Project

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Sheepshead Bay High School uses technology in the following programs: English as a Second Language, Native Language Arts, HAITI (Higher Achievement and Improvement through Instruction).

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: English As A Second Language

SCHOOL: Sheldon High School

D. NAME:

LAST: Ford
FIRST: Jim
SAL.: Mr.
TITLE:

STREET: 2455 Willakenzie Road
CITY: Eugene, OR
ZIP: 97401
EMAIL:
PHONE: (503)687-3381
EXT.:
FAX:
PRIN.:

SOURCE:

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Sheldon High School uses computers for instructional use.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Short Pump Middle School

D. NAME: Henrico County Public Schools

LAST:	Thorpe	FIRST:	Lynn
SAL.:	Mrs.	TITLE:	Principal
STREET:	4701 Pouncey Tract Road	CITY:	Short Pump, VA
ZIP:	23060		
EMAIL:			
PHONE:	(804)360-0880	EXT.:	
FAX:		PRIN.:	Mrs. Lynn Thorpe

SOURCE: MERC Case study 3/93

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:

Short Pump Middle School has 986 students enrolled in grades 6-8. They are served by 65 faculty who average 37 years of age. Approximately 9% of the school's population participates in the free or reduced lunch program. The division is guided by the Commission 2000 Report which has goals and targets for use of technology.

ORGANIZATIONAL PROFILE:

VISION: that middle school education is cooperative and activity based. The vision for Short Pump developed during a top-down planning process involving central office personnel, including specialists and directors. A planning principal was identified to implement the plan and was instrumental in researching the needs and desires of the community as well as the critical concepts and design conductive to middle-level education.

Teachers see the value of the computer in allowing them tosay to students that the skills they are learning and using are those that they will use in real life--real job skills. The staff at this school are very devoted to this concept. They always put children first, followed by instruciton, and then technology. The school mission and belief drove the selection of hardware/software. Technology-knowledge and experience is a criteria for selection of new staff and teachers and is thereby weighted heavily in the interview process.

PLANNING: Through the planning process, the central office team and the principal created an environment and found people to take advantage of that environment (they are not tending to the tool, they are tending to the purpose of education andbelieve that technology can amplify the power of teachers who have caught the spirit about learning.

One of the school's philosophies is to ensure that all students become familiar with at least two different platforms.

IMPLEMENTATION: Teachers at Short Pump had to realize technology could be a utility and productiity tool which can free up time and add variety to the curriculum before they began to include it in their lessons. Administrators noticed that once teachers began working with an electronic gradebook, they soon became hooked on technology and slowly brought into their curriculum.

TECHNOLOGY PROFILE:

Short Pump has a broad range of technology is use. THey have a schoolwide, televised, intercommunication delivery netowrk which serves each room in the building. An impressive array of features make this technology adaptable to many administrative and instructional functions. Short Pump also has: VA Pen (a statewide telecommunications network) and Apple Link and National Geographic Kisnset and Quickmail connections, document processing and graphic software, computerized media center, distance learning (there is a clever and versatile electronic classroom integrated into the media center), two computers labs, classroom computers, teacher workstations for every planning area, MECC drill and practice software, and audio visual technology in the library.

In summary the school has: 148 microcomputers (55 of which are networked in 4 computer labs [85 with hard drive, and 52 without]); 97 color television sets with VCR capability built in and additional 16 VCRs; 4 laserdisc players; 1 CD ROMplayer; and 3 LCD panels. THe school has a TV distribution system connected to the division's electronic classroom. Ther is a cable drop via the Practek System. There are two modems and one dedicated telephone line exclusively for telecomputing.

RESOURCES PROFILE:

TRAINING: Teachers learn from other teachers, and from technology computer coruses. When one teacher in a grade level is trained in an application, he or she becomes the expert for that level and advises collegues.

The division offers much quality training, but teachers also have access to training through higher education courses. The staff has benefited from private assistance with training from Signet Bank. One teacher taught twelve students how to use Hypercard, and these students then taught twelve other students.

RESOURCES: Magnet school funds were plentiful in the first year, but the budget for the media center was a modest $2000 a year for books and software. There was an additional allocation of $1000 to the principal to use in support of technology.

ADMINISTRATIVE SUPPORT: Block scheduling allows the teachers to use technology in the classroom. Principal Thorpe offers strong support to teachers. A Technology Committee publishes an informational newsletter periodically, which helps keep everyone informed of new acquistions and applications. There is no one technology expert, though several teachers serve as advisors despite their own full teaching load. The central office is extremely supportive and makes instruction available to the staff when needed.

ADMINISTRATIVE USES OF TECHNOLOGY:

All teachers at Short Pump use the compuer for some sort of administrative tasks, varying from simpl word processing to specific utilities like gradebooks or calendar markers. They are also using productivity software.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

The belief that middle school education is cooperative and activity based was an initial factor in designing the instructional program of this school. Technolgoy is used as a tool to implement these instructional beliefs.

Teachers use technology to develop higher order thinking skills, but have yet to develop assessment measures to test skills. Studnets work in small cooperative learning groups in most classes, especially when using Hypercard. Even though a smaller number, students develop their own stacks and teach each other at the same time.

Telecommunication simulation are done by faculty through group instructional formats using LCD projection devices.

Two sixth grade classes work with VA PEN academical village. All students view CNN newsroom each morning. Two teachers instruct students to use Hypercard for projects and presentations in language arts and social studies. One seventh grade teachers uses laster disc instruction for science, another uses computer software in preparing the school yearbook,and several other teachers help students with the school newspaper. Minilabs are being used by 8th grade students for special instruction on the literacy passport test.

Drill and practice softwar is used by many students at Short Pump. Microsoft Works seems to be the key item of software for the introduction of spreadsheet and database concepts in the business education classes. Computer Concepts and Business Computer applications are very popular courses with the students

INTEGRATION: Technology integration at Short Pump primarily follows by using video-taped instruction from cable in the classroom, videodiscs in a level-one mode in science classrooms, word processing software for writing samples, and Hypercard for developing student-generated units.

Sixth grade teachers describe their integration as going from utilitarian software to curriculum-based software, to open-ended software like Hypercard, simulation, etc.

FACILITIES PROFILE:

Short Pump Middle School is a new school. Technology in the planning process directed some of the architecture of this new facility.

ACCESS INFORMATION:

- Classroom Computer(s)
- School-wide network
- Closed-circuit TV
- E-mail

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Distance learning
- Instructional TV
- Laser Disc
- VCR

INSTRUCTIONAL STRATEGY INFORMATION:
- Drill and practice
- Simulation
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - On-line Services
  - CD ROM
- Student Development
  - Wordprocessors
  - Desktop publishing
  - Hypercard
  - Hypercard Stacks
- Student Communication
  - Telecommunications
  - E-mail

GENERAL FIELD OF STUDY: Special Education
SUBJECT: Learning Disabilities
Learning disabled students use CD ROM, on-linedatabases, and other library automation and cataloging in the library.

SCHOOL: Shrewsbury High School

D. NAME:

LAST:	Pottle	FIRST:	Donald
SAL.:	Mr.	TITLE:	
STREET:	45 Oak Street	CITY:	Shrewsbury, MA
ZIP:	01545		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: NFIE images for action p27

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
The Science Project Hotline at Shrewsbury is a program which combines distance learning technology with the classroom experience.
Students at Shrewsbury High School come from urban, rural, and suburban, all income levels,

diverse ethnicity and learning abilities
families.

ORGANIZATIONAL PROFILE:
SCIENCE PROJECT HOTLINE Project: Biology teacher Donald Pottle shares details of nearly 1500 life-science experiments that can be reporduced by fledgling biological scientists of all ages, experience, backgrounds, and interest in school and home laboratories.
Its VISION is to foster students' individual creativity and inventive spirit while developing their sense of accomplishment and self-worth.

TECHNOLOGY PROFILE:
Shrewsbury High School has: Computer, modem, facsimilie, video tape, and other laboratory equipment, on-line consultation access.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
The Science Project Hotline project is a teacher initiated effort to reform the textbook approach to biology instruction.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Distance learning
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Student Development
Telecommunications
Robotics
GENERAL FIELD OF STUDY: Science
SUBJECT: Biology
Shrewsbury High School has a program entitled The Science Project Hotline which combines distance learning with the classroom experience to learn the life sciences. Over 1500 life science experiments can be reproduced by fledgling biological scientists of all ages, experience, backgrounds, and interests in school and home

laboratories.

These science projects illustrate a teacher-initiated effort to reform the textbook approach b biology instruction. Biology teacher Donald Pottle livens his classroom with demonstrations adn experiments--ranging from reenacting medical practice in the 18th century to creating a mobile 7-foot talking robot. Classroom activities are supplemented by student-atilored independent, experiential learning projects, many of which are developed with the guidance of professionals in the community. Students gather information, interpret quantitative and qualitative data and master present and future technologies.

The Science Project Hotline Resource Book, videotapes, computer disketts, teacher workshops, and on-line consultation offer descriptions of the program.

SCHOOL: Sidney Lanier School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Gainsville, FL
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Sidner Lanier School has a special education curriculum which uses computer technology to enable students with physical disabilities to do things they would not ordinarily be able to do with traditional learning tools. The curriculum focuses on functional skills, language, math, science, and social studies.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received $5000 from Apple Computer in 1992 to support the non-computer aspects of their technology program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Mathematics

GENERAL FIELD OF STUDY: Science

GENERAL FIELD OF STUDY: Social Studies

GENERAL FIELD OF STUDY: Special Education

SCHOOL: Silver Creek High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: San Jose, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	Y	NETWORK (Y/N):	N

MATERIALS: N

BRIEF DESCRIPTION:
Silver Creek High School has integrated Macintosh II computers into their math and language arts programs. This is a district wide effort.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: The school received an $800,000 grant from Apple Comuters in 1990.
TRAINING: Teacher training and student/staff evaluation of the curriculum are an ongoing component of their program.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English / Langauage Arts

GENERAL FIELD OF STUDY: Mathematics

SCHOOL: Souhegan High School

D. NAME: Souhegan School District

LAST: Sands
FIRST: Kim Carter
SAL.: Ms.
TITLE:

STREET: P.O. Box 1152
CITY: Amherst, NH
ZIP: 03031
EMAIL:
PHONE: (603)673-9939
EXT.:
FAX:
PRIN.:

SOURCE: Kim Carter Sands

SCHOOL TYPE: 3
PLAN (Y/N): N

DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Souhegan High School is a "high tech, high touch" school where teachers and staff assist students in becomming comfortable with the tools of the workplace environment they will be entering.

ORGANIZATIONAL PROFILE:

VISION: to prepare studenyts to compete in the fast-paced work environment of the Information Age by desigining a truly open system of technology, ready to adapt to the unforeseen developments of the future.

TECHNOLOGY PROFILE:

Plans for technology at Souhegan include: 1) a backbone network that will link all areas of the school together, providing the capacity for community links in the future; 2) a Digital VAX minicomputer that allows computers of different families to share information easily; 3) an online catalog in the Informaiton Center that will also be VAX-based, with both DOS and Macintosh computers, with callin service offered in the near future; 4) compuers for students and staff that will be primarily Macintosh, with a few DOS machines in selected locations, such as the CAD/Graphics lab (Souhegan's Macintosh computers allow for inclusion of video, animation, sound, and graphics [dynamic data] within regular applications, such as word processing documents.); 4) graphing calculators; 6) probes; 7) heat sensors; and video projection.

Plans also call for a satellite dish which will allow students to access programs that would normally cost the school too much money.

RESOURCES PROFILE:

FUNDING: Digital Equipment Corporation awarded the district a corporate grant, with 65% off all equipment. DEC employees provide invlauable consulting resources as well.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- Calculators
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Calculators
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Probes
  - Telecommunications
- Student Development
  - Multimedia
  - Graphics
  - Wordprocessors

SCHOOL: South Anna Elementary School

D. NAME: Hanover County Public Schools

LAST:	Kelley	FIRST:	Elwood C.
SAL.:	Mr.	TITLE:	Principal
STREET:	Route 2, Box 186	CITY:	Montpelier, VA
ZIP:	23192		
EMAIL:			
PHONE:	(804)749-4222	EXT.:	
FAX:		PRIN.:	Elwood C. Kelley

SOURCE: Carol Urbanson-Eades '92

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
South Anna Elementary School has a Writing To Read program established.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing

SCHOOL: South Division High School

D. NAME: Milwaukee Public School District

LAST:	Temperly	FIRST:	Scott
SAL.:	Mr.	TITLE:	Computer Coordinator
STREET:	1515 W. Lapham Boulvedard	CITY:	Milwaukee, WI
ZIP:	53204		
EMAIL:			
PHONE:	(404)384-9900	EXT.:	
FAX:	(414)384-4402	PRIN.:	John Hays

SOURCE: ElectronicSchool9/92& EduQuest Hdbk

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Once regarded as academically weak, by Fall 1992 South Division High School in inner city Milwaukee was considered a model of how technology can improve academics and administrative effeciency. The school has 1800 students. Every classroom has a networked computer with over 100 software applications to choose from--all stemming from IBM EduQuest's Comprehensive Instruction Management System (CIMS III). Since this system was put in place, the numbers of seniors chosing post-secondary

education jumped from 18 to 68%.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Every classroom has a computer connected to the school's network. Students have access to over 100 software programs including: Math Practice, Math Concepts, Reading for Meaning, and Reading for Information.

RESOURCES PROFILE:
FUNDING: the school spend $587,000 in 1988 tpo set up CIMS with $362 worth of help from IBM EduQuest. A magnet school grant helps with the $40,000 annual cost of system maintenance.

ADMINISTRATIVE USES OF TECHNOLOGY:
The network gives teachers and administrators quick access to student records and demographic information for all faculty and staff members. It also makes possible a student scheduling system that helps guidance counselors fit students into appropriate courses and an electronic student-attendance system that automatically calls parents to inform them of absences. The attendance system has helped increase attendance by almost 6 percent. The network substantially cut down the amount of time teachers spend on administrative duties.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: South Eugene High School

D. NAME:

LAST:	Moo	FIRST:	Greg
SAL.:	Mr.	TITLE:	
STREET:	400 East 19th Avenue	CITY:	Eugene, OR
ZIP:	97401		
EMAIL:			

PHONE: (503)687-3201 EXT.:
FAX: PRIN.:

SOURCE:

SCHOOL TYPE: 3 PLAN (Y/N): N
DISTRICT WIDE: N SCHOOL BASED: Y
CLR BASED: N STUDENT BASED: N
MEDIA CENTER: N STAFF DEVELOP.: N
ASSESSMENT: N NETWORK (Y/N): Y
MATERIALS: N

BRIEF DESCRIPTION:
In 1992, South Eugene High School was in the process of building a computer network througout the school.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: South Philadelphia High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Philadelphia, PA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE: 3 PLAN (Y/N): N
DISTRICT WIDE: N SCHOOL BASED: Y

CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
South Philidelphia High School uses technology to help in curriculum development. Grant funding allowed the school to expand technology use beyond the science curriculum to involve curriculum resturcturing centered around an interdisciplinary team teaching approach.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: South Philidelphia received a $800,000 grant from Apple in 1990, and additional funding later as well.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

GENERAL FIELD OF STUDY: Multidisciplanary

GENERAL FIELD OF STUDY: Science

SCHOOL: South Pointe Elementary School

D. NAME: Dade County Public Schools

LAST:	Parham	FIRST:	Patricia
SAL.:	Ms.	TITLE:	Principal
STREET:	1050 4th Street	CITY:	Miami Beach, FL
ZIP:	33139		
EMAIL:			
PHONE:	(305)531-5437	EXT.:	
FAX:		PRIN.:	

SOURCE: Ele.School,9/93,A33;&by Nelson Diaz

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y

CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

By March 1992, South Pointe Elementary was recognized as a new public school which behaved like an independent private firm. This Florida school operates in partnership with a private consulting firm in Minnesota, Education Alternatives, Inc. (who won in 1990 a county RFP to develop 49 new schools). EAI developed a philosophy of teaching they call "Tesseract:" to recognize the gifts and talents in each child and the responsibility of the schoool to nurture those qualities.

Each student has their individualized Personal Education Plan, and compiles their own portfolio. There are no grade levels, rather the school is grouped into four communities that are next to each other.

A low student teacher ratio is one of the requirements of being a Tesseract school, and South Pointe has a 15:1 ratio.

ORGANIZATIONAL PROFILE:

VISION: to make learning be fun, have it suit students as individuals, and be tied to real life. The TESSERACT Policy is as follows: All children are talented and can learn, but not all at the same pace or in the same way.

ORGANIZATION: Although EAI is not involved in daily activities of South Pointe, it has set numerous guidelines it must follow as a Tessearact school and provides funding.

Each student periodically sits down with parents and teacher to plan and review learning activities and update a Personal Education Plan. Students are expected and motivated to take responsibility for their own learning and keep portfolios of accomplishment.

ASSESSMENT: In lieu of report cards, the parent meets with the teacher to go over a checklist of skills to see how the child is doing.

TECHNOLOGY PROFILE:

Computer systems at South Pointe include: an IBM network of 150 PS/2 model 30s (networked and running off three file servers), a Macintosh lab, a 30-station Discourse interactive

communications system installed in December 1991. This discourse station is a communications system on which all student responses to a question or discussion are moniytored in real time by the teacher on a master station. The network offers a managed computer- assisted instruction as well as a variety of productivity tools for students and teachers.

There are three computers in each classroom, two computers provide integrated math and reading programs using Computer Curriculum Corp's ILS to supplement regular classwork and give teachers detailed reports of student performance. The teacher has a private office with a personal computer and access to over 100 software programs.

The media center has 15 networked IBMs, and 11 Macintosh LCs.

RESOURCES PROFILE:

FUNDING: Although EAI is not involved in the daily activities of the school, it has set numerous guidelines the school must follow. they also provide the school with ongoing staff training and private sector funds to help the school operate as a Tesseract site.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Technology is utilized in afterschool programs and ESOL instruction for students and their parents.

South Pointe teachers use Computer Curriculum Corporation's ILS to supplement regular classwork. Students use the third computer in every classroom to pursue individual projects, especially writing and publishing. Students wriyte and publish books independently and as a class and can give their works to the school library where staff members log them into the automated card catelog, barcode them, and let other students check them out.

At the same time that South Pointe concentrates on meeting individual student needs, the school also addresses the need for a sense of community among students and staff. Daily gatherings are times for exchanging experiences and planning the day, which includes hands-on project activities in small groups in addition to independent work.

FACILITIES PROFILE:
South Pointe is a new school, built during 1990-91.

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

TOOL FOCUS INFORMATION:
Student Development
Student Presentation

GENERAL FIELD OF STUDY: Multidisciplanary
Students at South Pointe Elementary are not separated by grade levels or abilities, but are grouped into one of four communities. They are allowed to choose what they want to study, how to learn it, and how they would like to be evaluated.

SCHOOL: Southview High School

D. NAME:

LAST:	Dull	FIRST:	Frederick A.
SAL.:	Mr.	TITLE:	
STREET:	2350 Pole Avenew	CITY:	Lorain, OH
ZIP:	44035		
EMAIL:			
PHONE:	(212)233-2219	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Southview High School uses several different avenues of experiemental ILSs: b buildings, multimedia stations, musical keyboarding, program laboratory.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia
Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Music Keyboards
Multimedia

GENERAL FIELD OF STUDY: Music

SCHOOL: Special Ed. Technology Resource Ctr

D. NAME:

LAST: Eichleay FIRST: Kristen
SAL.: Ms. TITLE:

STREET: Emmanuel Library, 3rd Flr CITY: 400 The Fenway, Boston, MA
ZIP: 02115
EMAIL:
PHONE: (617)635-9079 EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1, p. 646 March 1993

SCHOOL TYPE:	5	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Since 1984, this technology center has trained and supported both special and regular education teachers in meeting the needs of students with disabilities through technology.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
TRAINING: Since 1984, this center has trained and supported both special and regular education teachers in meeting the needs of students with disabilities through technology. It offers: student evaluation and the provision of adaptive technology to meet individual needs; classroom technical support and trouble- shooting; teacher training; up-to-date software and materials preview/lending library; and facilitation of inclusion of special education students.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Special Education
This special education technology resource center trains both special and regular education teachers to meet the needs of students with disabilities.

SCHOOL: Special Education Technology Center

D. NAME:

LAST:	Scott	FIRST:	Thomas
SAL.:	Mr.	TITLE:	Operations Specialist
STREET:	10310 Layton Hall Drive	CITY:	Fairfax, VA
ZIP:	22030		
EMAIL:			
PHONE:	(703)876-5237	EXT.:	
FAX:		PRIN.:	Joan K. Ledebur

SOURCE: Christine St. Lawrence 10'93

SCHOOL TYPE:	5	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
This Special Education Technology Center, which specialises in alternative teen learning, was videotaped by SL Productions in the ICTE's 1991 VISION: TEST project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Spooner High School

D. NAME:

LAST:	Pufahl	FIRST:	Jerry
SAL.:	Mr.	TITLE:	Teacher
STREET:		CITY:	Sponner, WI
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Dr. Susan Heide, Superior WI

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The technology program at Spooner HIgh School includes: Creating CAI Program for Children; multimedia (videodisc and CD ROM); computer application course; and an Apple Computer promotion.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

ultimedia technologies, videodisc, CD ROM.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

TOOL FOCUS INFORMATION:
Student Development
CD ROM
Multimedia

SCHOOL: St. George's Elementary School

D. NAME:

LAST: van Gelder FIRST: Susan
SAL.: Ms. TITLE:

STREET: 3685 The Boulevard CITY: Montreal, Quebec, CANADA,
ZIP: H3W 2C1
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1 p. 426 March 1993

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
St. George's School of Montreal is a private, progressive, non-demoninational elementary school. Although there are 25 students in each classroom, children function in groups of 12 or 13 for much of the day. Specialist teachers in science and computers help to make this possible at St. George's. In 1992, the school conducted a robotics project which covered units in science, math, language arts, and computers.

ORGANIZATIONAL PROFILE:

The GOALS of the project were that the children: 1) understand the use of tears, pulleys, levers, and mechanical advantage; 2) work collaboratively in groups, 3) make a plan and follow through, adapting as needed, 4) have more of an understanding of the technological world in which they live, 5) be able to reflect on their progress and difficulties, and 6) understand the process involved in the development of a technological solution to problems.

TECHNOLOGY PROFILE:

For the robotics project, students were introduced to Lego Technics materials. The school has two Apple IIe computers, one equipped with Lego Logo interface and the other with an interface by Cameleon.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:

Student Development

Robotics

GENERAL FIELD OF STUDY: Multidisciplanary

SUBJECT: Robotics

The robotics project covered units in science, math, language arts, and computers. The children explored notions of mechanics and robotics using Lego Logo materials. The project followed four steps: 1) the exploration of the materials, which was done by using the cards which came with the LegoLogo kit as well as through free exploration, 2) the building of something which would be able to lift a weight, 3_ the construction of something which would demonstrate mechanical advantage, and 4) the design and contstruction of an automated machine which would use mechanical advantage to accomplish some kind of work.

SCHOOL: St. Mark's High School

D. NAME:

LAST: Fischer FIRST: Linda
SAL.: Ms. TITLE:

STREET: Pike Creek Road CITY: Wilmington, DE
ZIP: 19808
EMAIL:
PHONE: (302)738-3300 EXT.:
FAX: PRIN.:

SOURCE: Linda Fischer 2'93 & Connie Pulice

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Technology is used in every department at St. Mark's High School. Over 90% of the faculty use computers in their instruction. Of the 1500 students, 92% go on to college.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: St. Matthias Catholic School

D. NAME:

LAST: MacKenthun FIRST: Sister Carole
SAL.: TITLE:

STREET: 170 John F. Kennedy Blvd. CITY: Somerset, NJ
ZIP: 08873

EMAIL:
PHONE: (201)828-1402 EXT.:
FAX: PRIN.:

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
St. Matthias Catholic School is a private school which participates with local and global schools on the AT&T Learning Network. Through this, students have access to telecommunications resources and additional/expanded courses through distance learning.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Distance learning

TOOL FOCUS INFORMATION:
- Student Communication
  - E-mail
  - Telecommunications

SCHOOL: St. Paul's City Academy

D. NAME:

LAST: Cutter FIRST: Milo
SAL.: Mr. TITLE: Teacher/Designer of Academy

STREET: CITY: St. Paul, MN
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: US NEWS..., Toch article, 1/93

SCHOOL TYPE:	3	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
St. Paul's City Academy is an alternative to high school dropouts. In designing the school, teachers were able to create an innovative curriculum for these special students. Students can attend high school through the Academy by attending 4 days of interdisciplinary courses and electives, and one day out in the community, learning pottery with a master craftsman, or serving as interns at the city science museum. Teacher absenteeism is not a problem.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: At-Risk Students' Education

SCHOOL: St. Rita's School

D. NAME: Carleton Roman Catholic School Board

LAST: Wilson FIRST: Brent
SAL.: Mr. TITLE: Media Integration
Project
STREET: 70 Fieldrow Street CITY: Nepean, Ontario CANADA,

ZIP: K2G 2Y7
EMAIL:
PHONE: (613)224-6281 EXT.:
FAX: (613)224-6299 PRIN.:

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
St. Rita's School was videotaped in 1991 by SL Productions of New York as part of the ICTE's VISION: Test project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Steinbeck Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: San Jose, CA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
In 1990, Steinbeck Middle School received an $800,000 grant from Apple Computers to purchase equipment which enabled the school to convert math software which developed through an earlier education grant from their Apple II computers to a Macintosh environment.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Macintosh comptuers.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Mathematics

SCHOOL: Streamwood High School

D. NAME: School District U-46

LAST:	Alexander	FIRST:	Dave
SAL.:	Mr.	TITLE:	
STREET:	701 West Schaumburg Road	CITY:	Streamwood, IL
ZIP:	60107-1299		
EMAIL:			
PHONE:	(708)213-5500	EXT.:	
FAX:		PRIN.:	

SOURCE: Ellie McKinney 10'92 & 2'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Streamwood High School offers its students multimedia stations in the English and Social Studies curricula. There is a multimedia labortory as well.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: English / Langauage Arts
English students at Streamwood High School usemultimedia stations.

GENERAL FIELD OF STUDY: Social Studies
Social Studies students work on multimedia stations.

SCHOOL: Stuyvesant High School

D. NAME:

LAST:	Weinberg	FIRST:	Stuart
SAL.:	Mr.	TITLE:	Computer Coord. & Math Teacher
STREET:		CITY:	Manhattan, NY
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	Abraham Baumel

SOURCE: TECHNOS Vol 2, #3 Fall 93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

Stuyvesand High School is New York's highly selective, prestigious magnet school for math and science. It embocies technology's most exciting potential, encouraging its students to expand thefrontiers of knowledge. It has 2721 students which are chosen from the very top students in the city, many who come from immigrant families and are very hardworking students. As a result, there are no rules at this 10-story, $150 million school's new facility. The student population is 51% Asian.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

The school has 450 IBM and Macintoshes all linked by locan area networks, each network tied into one of 13 file servers that spiral along a fiber-optic backbone. It has 12 science computer labs, an 866-seat theater with acoustics so advanced one can hear conversational speech anywhere in the room -- without amplification. Of the school's 65 classrooms, 22 have computers.

Computers are spread into some of the following areas: 10 networked computers in the library are reserved for student use; 35 networked IBMs in Mr. Greenfield's Computer Science classroom; programming classrooms on the 3rd floor, computer art classroom on 10th floor which has a color laser jet printer; an industrial design area which has 3 advanced computer-aided design labs (the one with robotics lines the 4th floor hall.

Other materials include Encyclopedia Britannica and large amounts of research matieral on CD ROM. The system has: modems, a fax server, links to Internet and NYCNET (an online city education service); 50 laser printers, mobile computers for classrooms without compuers (all have network hookups). Journalism students use "Quark XPress" and spanish students use "CC: Mail."

RESOURCES PROFILE:

FUNDING: Because over one billion dollars was cut from the city's school budget between 1989 and 1992, Stuyvesant received most of its funding from the New York City Board of Education The board did scale back the school's computer budget, from $6 to $3.5 million, which was enough to put computers in 22 of the school's 65

classrooms.

SUPPORT: Technicians from IBM are at the school twice a week to fine-tune and enhance the system. The parent's association raised $80,000 to $100,000 annually for the school through its activities.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

In 1993, Stuyvesant High School moved into a $150 million 10-story facility on Manhattan's western waterfront. It has 65 classrooms, an Olympic size swimming pool, an 866-seat theater with advanced acoustics, five gyms, and 12 science labs.

ACCESS INFORMATION:

- Classroom Computer(s)
- School-wide network
- E-mail

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Multimedia
- Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:

- Tools

TOOL FOCUS INFORMATION:

- Student Research
  - On-line Services
  - CD ROM
  - Multimedia
- Student Development
  - Wordprocessors
- Student Communication
  - Telecommunications
  - E-mail

GENERAL FIELD OF STUDY: Art

SUBJECT: Drafting

In one Computer-Aided Design lab, students design structures that could never be built as an exercise to stretch their minds and sharpen their sense of design. Industrial Arts teacher Frank Wright strives to develop his students' creative thought rather than training them for the job market.

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Journalism
The journalism class publishes term projects. The Spring 1993 project was a magazine called "Survival 345: How to Make It, Breat It, or Fake It at Stuy." The staff used Quark XPress software program.

GENERAL FIELD OF STUDY: Foreign Language
SUBJECT: Spanish
Spanish teacher Juan Mendez uses the network's electronic mail program (Lotus's CC: Mail) to teach Spanish II. He requires students to send him electronic mail messages, which he returns to them electronically if all accents or spelling is not correct.

GENERAL FIELD OF STUDY: Science
SUBJECT: Geology
Stuyvesant has plans to enstall a satellite dish on the school's roof to capture data for meteorologic computations and communications.

SCHOOL: SW Randolph Middle School

D. NAME: Randolph County Schools

LAST:	Spencer	FIRST:	Sue
SAL.:	Ms.	TITLE:	Media Supervisor
STREET:	1509 Hopewell Friends Rd.	CITY:	Asheboro, NC
ZIP:	27203-9310		
EMAIL:			
PHONE:	(919)381-3900	EXT.:	
FAX:		PRIN.:	Barry Cole

SOURCE: Margaret Bingham

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
SW Randolph Middle School is fully netowrked for both administrative and instrucional uses.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

SCHOOL: T.C. Williams High School

D. NAME: Alexandria City Public Schools

LAST:	Marshall	FIRST:	Cora
SAL.:	Ms.	TITLE:	
STREET:	3330 King Street	CITY:	Alexandria, VA
ZIP:	22302		
EMAIL:			
PHONE:	(703)824-6800	EXT.:	
FAX:		PRIN.:	John L. Porter

SOURCE: NFIE-imagesforactionp21|V-Quest9'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
This Alexandria, Virginia high school art program has information age technology beside clay and paint as popular expressive medium. Students from varied socioeconomic and academic achievement backgrounds spend one week developing computer animation projects.

In 1993, physics teacher Joseph Pettiford was nnamed by Governor Wilder as Governor's Fellows in the first AT&T Teachers and TEchnology Institute.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Agmia 500 computer, Deluxe Paint III software, Digi-View Gold, Camcorder, Video tape recorders,

SuperGen Genlock.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Motivated, enthusiastic students carry their computer graphics and animation skills into other currciulum areas as well. They employ the same technology they used for artictic expression as a tool for visual presentations in science and social studies.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Graphics

GENERAL FIELD OF STUDY: Art

SUBJECT: Graphics/Commercial Art

T.C. William's art department uses information age technology right along side clay and paint as popular expressive media. For one week, students develop extensive computer animation projects.

Advanced computer and videotape technology excites students to mold reality in creative new ways as theyt gain a broader and deeper understanding of both art theiory and technique. Preparing the scripts and story boards of computer animation projects has students exercising their language, logical thinking, and problem solving skills. They record their productions on video cassette, and sometimes introduce external images and live action video into the animated product.

Instruction follows a new pattern in this art class. Individual training by the teacher is followed by peertopeer teaching as tudents themselves begin to work on their production with the teacher available when needed. This interaction encourages students to take on an increased responsibility for their own learning and learning of others.

The tools have enhanced students' learning not only through the animation project, but also in commercial design and advanced studio art classes where students produce work they will include in

the portfolios they present to prospective employers and admissions officers.

GENERAL FIELD OF STUDY: Science

One student used computer animation technology used in art projects in a science project to show the earht when it han only one land mass, and then animated sections breaking away to form the continenbts as we know them today.

SUBJECT: Physics

Physics teacher Joseph Pettiford was an AT&T Teachers and Technology winner in September 1993.

SCHOOL: Taft Middle School

D. NAME: Boston Public Schools

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Boston, MA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: RRTE vol 2 p. 726

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:

Students at Taft Middle School in urban Boston cooresponded electronically with students at Box Elder School and Hobson Public School in rural Montana in a 1992 project to enhance diversity by utilizing telecommunications. These Taft students represented the multi-cultural, international student population. This project initiated contact between these two sets of students using telecommunications technology as the means for sharing their lifestyles and experiences.

ORGANIZATIONAL PROFILE:

PROJECT: The coalition provides an opportunity to both talk about differences in culture and lifestyles, and to gain the rewards of building

knowledge from relationships with others. Taft students send messages to Native American students at Box Elder School in Montana through the use of K12Net (FIDONET) and the INTERNET. Classroom teachers manage the exchange between these students and guide the discussions and classroom work to take advantage of the intracurricular opportunities such exchanges provide.

Project GOALS are for students: to understand more fully the differing cultures and environments in which students live; to conduct curricular projects in science, social studies, and technical education; and to create a curriosity and desire to continue to communicate and learn with those of differing cultures and locations.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Research
  - Telecommunications
- Student Communication
  - Telecommunications
  - E-mail

SCHOOL: Taylor Middle-High School

D. NAME:

LAST:	Register	FIRST:	Jana
SAL.:	Ms.	TITLE:	

STREET: 100 East Washington Ave. CITY: Pierson, FL
ZIP: 32180
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: NFIE images for action p19

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Taylor Middle-High school students' work has a direct impact on the success of the regions' economy. Seventh to twelfth graders collaborate with University of Florida scientist, St. John's River Water Management District officials and local farmers to interpret data and run experiments to improve growing methods for the regions' primary crop, the leather-leaf fern.
Taylor students are rural, middle to lower income, primarily Caucasian with a growing percentage of Hispanic students.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The Taylor Fern Research Center is equipped with the latest agriscience technology: IBM compatible PC computers, IBM compatible laptop, modem, Agriscience equipment (flow-meters, pressure guages, injection ports, ball-valves, termocuples). Taylor students also have access to an elaborate thermocuple system on the laptop computer which they carry with them to the research lab.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Laptops
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Student Development
Student Communication
Telecommunications
E-mail

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather

Agriculture students grades 7-12 collaborage with University of Florida scientists, St. John's River Water Management District officials, and local farmers to interpret data and run experiments to improve growing methods for the regions primary crop, the leather-leaf fern.

The Taylor Fern Research Center, equippped with the latest agriscience technology, helps make learning revelant and meaningful for students of agriculture. The program enhances the state-mandated agriculture curriculum with bi-weekly field study days, and students gain direct experience with the methods and tools fo agricultural research. Students record data readings from sophisticated agriscience equipment and an elaborate thermocuple system on the laptop computer they tote with them to the research lab. Back in the classroom students analyze and interpret the data. They communicate their findings and questions via modem to scientists and fellow researchers at the University of Florida.

Many agriculture students (80%) participate in independent and group "Supervised Agricultural Projects" -- which are real projects which produce information used by fern growers. One student conducted research for an evaporation study that helped to set water guidelines for fern growers.

SCHOOL: Templeton Elementary School

D. NAME: Monroe County Public Schools

LAST: Bove FIRST: Jolinda

SAL.: Ms. TITLE: Principal

STREET: 1400 South Brenda Lane CITY: Bloomington, IN
ZIP: 47401
EMAIL:
PHONE: EXT.:
FAX: PRIN.: Ms. Jolinda Bove

SOURCE: Carole Novak 12'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Templeton Elementary School was slated to join the Indiana Partnership Network in September 1993, a model project designed to bring the advantages of advanced communication technology to education, economic development, and healthcare to two Indiana counties. Partnership Network is an interactive video network that planned to link the following together by September 1993: seven Indiana schools, the Monroe County School's Administrative Center, Indiana University, and Indiana Vocational Technical College in Bloomington.

ORGANIZATIONAL PROFILE:
NETWORK: The state network enables more than 5500 students and 250 teachers at the rural and urban schools to conduct joint classes and share ideas, to take casses at Indiana University anbd Ivy Tech, and to take "electronic field trips."

TECHNOLOGY PROFILE:

RESOURCES PROFILE:
FUNDING: Indiana Bell and Smithville Telephone Company joined together to sponsor the Partnership Network. Smithville is calling the education protion of its fiber optic netowrk BETT, Better Education Through Technology network.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Connections to the network allows students at Templeton to take electronic field trips to sites

such as the Indianapolis Children's Museum and the Indianapolis Zoo without leaving their classroom.

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Distance learning
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Research
Telecommunications

SCHOOL: Thayer Junior-Senior High School

D. NAME:

LAST:	Littky	FIRST:	Dennis
SAL.:	Mr.	TITLE:	Project Director
STREET:	85 Parker Street	CITY:	Winchester, NH
ZIP:	03470		
EMAIL:			
PHONE:	(603)239-4588	EXT.:	
FAX:		PRIN.:	

SOURCE: Laptop Notes 10/91, p.4

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Thayer Junior-Senior High school participates in a Panasonic Laptop computer project. It was the first selected as a member of the Coalition of Essential Schools, a nationwide group of schools committed to changing management, scheduling, curriculum, and teaching styles. It is a small rural school. Since this restructuring program began, dropout rates have

decreased and the number of students attending college has increased. They expanded their technology support staff for the 91-92 schoolyear and are committed to continuing expansion of the role of well integrated technology in the classroom.

ORGANIZATIONAL PROFILE:

Thayer's laptop project and their restructuring program were initiated by the prinipal.

TECHNOLOGY PROFILE:

Laptop computers.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Teachers at Thayer use laptop computers to add mobility to the process of accessing and capturing information, and creating and exhibiting student work. In 1991, teachers preposed a project which involved using laptop's: in student homes as they work on family histories and autobiographies; to transmit data back to the school from distant field trips; operate a local bulletin board for teachers, students, and parents; data collection at a River Watch site on the Connecticut River; and to allow older students to tutor younger students in basic computer literacy.

Teachers and staff realized once they had students working in groups, researching projects and making presentations, that they needed to depend upon technology to change from a rural to a global learning environment in toder to open access to information sources, to allow students to think in more creative ways, to record their demonstrations of mastery, to use as a tool for more sophisticated presentations, and to prepare students for the 21st century.

FACILITIES PROFILE:

ACCESS INFORMATION:

Laptops

TECHNOLOGY FOCUS INFORMATION:

Computer

SCHOOL: Thomas Alva Edison Middle School

D. NAME: Houston Independent School District

LAST:	Ferrell	FIRST:	Barbara
SAL.:	Dr.	TITLE:	Evaluation Consultant
STREET:	3830 Richmond Ave.	CITY:	Houston, TX
ZIP:	77027		
EMAIL:			
PHONE:	(713)623-5011	EXT.:	
FAX:		PRIN.:	

SOURCE: Barbara Ferrell, 2'93

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

In 1988, Thomas Alva Edison Middle School began a CAI Basic Skills Remediation Project which was sponsored by the Houston Job Training Partnership Council to assess student progress and address the questions of basic skill growth and program implemetation. Results showed the math and reading program to be affective and functioning as a model for replication for the District. Ten computer terminals with various software programs were installed in classroom.

Edison is one of 36 middle schools in the district. It has 70 teachers. The community is made up primarily of blue collar workers, most of whom are Hispanic and many are not English-speaking. Enrollment fluctuates between 1300 and 1400 students in grades 6-8 and is 99% Hispanic with 61% in the free lunch program.

ORGANIZATIONAL PROFILE:

ASSESSMENT: Edison Middle School uses Computer Curriculum Corporation's Individual Prescriptive Strategy (IPS) program and the Wide Range Standardized Achievement Test to evaluate its students and the success of its Basic Skills Remediation project.

PURPOSE: of the Basic Skills Remediation project was to provide computer assisted basic skills instruction to at-risk, low achieveing middle school students.

TECHNOLOGY PROFILE:

Ten computer terminals and accompanying software were used by participating at-risk students. The Computer Curriculum Corporation MICROHOSM Instructional System's "Math Concepts" and "Reader's Workshop" is used to provide individualized CAI.

RESOURCES PROFILE:

FUNDING: Software for the ten computers was provided by Computer Curriculum Corporation.

SUPPORT: Two teacher aides were hired by the Houston Job Training Partnership Council (HJTPC) in January 1989 to work the remediation project.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Edison teachers use the following programs for their at-risk students: "Math Concepts and Skills," a comptehensive CAI course designed to teach fundamental mathematics, promote conceptual development, and provide practice in elementary arithmetic skills; and "Reader's Workshop," designed to develop literarcy skills, promoting overall reading and critical thinking skills by developing the student's proficiency in five skill strands while integrating practice in two strands emphasizing comprehension.

FACILITIES PROFILE:

Edison was built in 1925. Construction of a new physical plant began in 1983, occupied in Fall 1985, and completed in Spring 1986. This physical plant consists of two story main building with offices, a library, two teachers' lounges, two computer laboratories, and classrooms. A one story wing contains the gymnasium, weight room, dressing rooms, auditorium, learning theater, choir and band rooms, two shops, and the cafeteria.

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Tutorial

TOOL FOCUS INFORMATION:

Student Productivity

GENERAL FIELD OF STUDY: At-Risk Students' Education

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Reading

GENERAL FIELD OF STUDY: Mathematics

SCHOOL: Thunder Ridge Middle School

D. NAME: Cherry Creek Schools

LAST:	Young	FIRST:	Gordon
SAL.:	Mr.	TITLE:	
STREET:	5250 S. Picadilly Street	CITY:	Aurora, CO
ZIP:	80015		
EMAIL:			
PHONE:	(303)766-0144	EXT.:	
FAX:		PRIN.:	

SOURCE: Jack Platt 2'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Thunder Ridge Middle School has a distributed data and video network running throughout the school. Teachers use multimedia in their instruction. There is a teacher education program in effect as well.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Multimedia
Computer
Instructional TV

SCHOOL: Tropical Elementary School

D. NAME:

LAST: Huggard-McKinney FIRST: Kathleen
SAL.: Ms. TITLE:

STREET: CITY: Cocoa Beach, FL
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: TelEd'93 speaker

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Teacher Kathleen Huggard-McKinney presented a paper entitled "The Space Coast Reaches Out: Brevard Telecommunications Project," about her regional experiences with multi-faceted uses of telecommunications.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

SCHOOL: Tuckers' Crossroads Elementary Sch

D. NAME:

LAST:	Brown	FIRST:	Tony
SAL.:	Mr.	TITLE:	Principal
STREET:	5905 Trousdale Ferry Rd.	CITY:	Lebanon, TN
ZIP:	37087		
EMAIL:			
PHONE:	(615)544-3956	EXT.:	
FAX:		PRIN.:	

SOURCE: Electronic School, 9/93, p. A22

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The mathematics curriculum at Tuckers' Crossroads Elementary School received a 1992 grant from the Toshiba American Foundation which supported a mobile mathematics lab that uses visual aids, manipulative materials and real-world applications to further understanding of mathematics concepts for students in grades 7-8.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Mathematics

SCHOOL: Turner Middle School

D. NAME: Thompson R2-J School District

LAST: Trujillo FIRST: Valerie
SAL.: Ms. TITLE: Exec. Dir, Turner
Equitech 1995
STREET: 535 North Douglas CITY: Berthoud, CO
ZIP: 80537
EMAIL:
PHONE: (303)669-3940 EXT.: 209
FAX: PRIN.:

SOURCE: Grant application dated 7/1/91

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

On July 1, 1991, Turner applied for a grant for Colorado State Plan goal/objective 5.4: "Innovative or exemplary projects which offer awareness, exploration and/or training in non-traditional occupations and technological areas of the future." Their project was called Turner Equitech 1995, and focused on encouragement of less gender rivarly and more teamwork through the use of technology. All grant funding would go to training. Equipment was purchased through school district funds. The first year of the project, 91-92 schoolyear, 125 eight graders would be involved in the yearlong matn/science/technology interdisciplinary project housed in the industrial technology lab.

ORGANIZATIONAL PROFILE:

GOALs: The goal of project Turner Equitech 1995 was based on the concept that nales will no longer view female achievement as rivlary, but instead a talent to build upon in a team effort so a mutual goal can be achieved. It was meant to establish a unique combination of cooperative teaching/learning applied in an interdisciplinary learning environment which can produce phenomenal strides in student learning, attitude, and performance.

The project was to be a model of how computer technology can be used to enhance not only individual pursuits, but also support team problem solving and interdisciplinary learning. The resulting conditions have a positive impact on gender equity issues including female student

achievement gains and attitude changes in both gender groups.

EVALUATION: was to be through observation of applied teaching strategies, progress in alleviating gender discrepancies in math and science achievement, increasing female participation in vocational technology classes and increased awareness and mastery of interpersonal skills for future employability.

TECHNOLOGY PROFILE:

Computers will be the main thrust of implementation in this project. Students will learn the application of technology to areas such as micro-electronics, hydraulics, pneumatics, lasers, and telecommunications.

RESOURCES PROFILE:

FUNDING: The budget for this project was to be focused on training classroom teachers in new teaching strategies with time to plan, implement and evaluate those strategies. No monies were to beallocated to travel or equipment purchases. Equipment used in the implementation of this project was to be purchased with school district funds.

TRAINING: The project set out to train teachers in the intermediate and advanced concepts of cooperative learning. Teacher teams were to develop lesson plans and materials which incorporate cooperative learning strategies. The project planned for training time and planning time for the interdisciplinary teaching team.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Classroom student experiences will be heavily integrated with computers. The project was designed to incorporate cooperative learning strategies through interdisciplinary curriculum. Students will experience extensive training in computer literacy and the application of technology to areas such as micro-electronics, hydraulics, pneumatics, lasers, telecommunications. Teachers will ecourage frequent use of revelant interpersonal and small group social skills (leadership, communication, decision making, trust building, and conflict management) will be a part of these classroom experiences.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Electronics
Student Communication
Telecommunications

GENERAL FIELD OF STUDY: Engineering

SCHOOL: Union Endicott High School

D. NAME:

LAST:	Dickinson	FIRST:	Gail
SAL.:	Ms.	TITLE:	Library Supervisor
STREET:	1200 East Main Street	CITY:	Endicott, NY
ZIP:	13760		
EMAIL:			
PHONE:	(607)757-2187	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
The media center at Union-Endicott High School is fully automated, has a CD ROM network, and in 1992 was working on dial-in capabilities from home computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network
Buddy System

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: University Heights High School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: New York, NY
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE: Toch article, 1/93, US NEWS

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
University Heights High School is a leader in curriculum reform.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Upland Junior High School

D. NAME:

LAST: Blackney FIRST: Bob
SAL.: Mr. TITLE: Director, TASC 11

STREET: 444 East 11th Street CITY: Upland, CA
ZIP: 91786
EMAIL:
PHONE: (714)949-7817 EXT.:
FAX: (714)949-7862 PRIN.:

SOURCE: CA MTS atlas: Destination, p. 7

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Upland Junior high School utilizes technology with the mathematics curriculum in an innovative fashion.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

GENERAL FIELD OF STUDY: Mathematics

SCHOOL: Upper Lab Middle School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: New York, NY
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: Center for Technology in Educ. pam.

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Upper Lab Middle School is a public school who participated in the Center for Technology in Education's (CTE) exploration of technology's role in transforming the lea4rning environments for students. The teacher is looking for new ways to make use of computers and other kinds of technology in American Schools.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Valley Middle School

D. NAME:

LAST:	Vihonski	FIRST:	Judie
SAL.:	Ms.	TITLE:	
STREET:	71 Oa Street	CITY:	Oakland, NJ
ZIP:	07436		
EMAIL:			
PHONE:	(201)337-8185	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute AT&T

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y

CLR BASED: N
MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: N

STUDENT BASED: N
STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
Valley Middle School students have access to telecommunications opportunities and expanded/additional courses through distance learning because the school participates in the AT&T Learning Network.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Distance learning

TOOL FOCUS INFORMATION:
Student Communication
E-mail
Telecommunications

SCHOOL: Valley Stream North High School

D. NAME: Valley Stream North School District

LAST: Brody
FIRST: Harvey
SAL.: Mr.
TITLE: Dist. Library/Media Coordinator
STREET: 750 Herman Ave.
CITY: Franklin Square, NY
ZIP: 11010
EMAIL:
PHONE: (516)564-5571
EXT.:
FAX:
PRIN.:

SOURCE: Electronic School, 9/93, p. A54

SCHOOL TYPE: 3
PLAN (Y/N): N

DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Valley Stream North High School was linked via fiber optic cable (complements of a local cable compnay in 1988) to New York's Nassau County Board of Cooperative Educational Services, whose telecommunications technology allows the high school to receive: elective courses, staff development, adult education, extra help for students, and interschool departmental meetings among the 9 other schools within the five districts served by the NYNCBCE.

ORGANIZATIONAL PROFILE:

PLANNING: to gain the teachers support for the distance learning project, teacher union representatives were included on the committee that planned the strategy.

FUTURE: eventually, Valley Stream North would like to unite all of the county's 56 school districts, the library system, and major colleges and universities into one telecommunications network that could also reach the home-bound and prison populations.

TECHNOLOGY PROFILE:

The telecommunications system provides two-way sight and sound, sostudents and teahers can see and hear their peers at other schools despite the miles between them.

RESOURCES PROFILE:

TRAINING: Two full-day workshops were all the training it took to give teachers enough confidence to use the system.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Two-way interactive television courses offered include: child development, marine science, music theory, humanities, statictics, personal finance, marketing, occupational education, foreigh languages, and advanced placement chemistry and clauclus.

PROGRAM: The telecommunications network allows for two-way sight and sound to see and hear peers

in the other nine schools linked up. Each networked school agreed to involve no more than three classroom sites in each course and no more than nine students per site. Each teacher controls three automatic-focusing Panasonic television cameras in the studio classroom: one focused on the teacher, one on the students, and a third on the teacher's specially-constructed desk to show close-ups of printed materials, thus functioning as a combination overhead projector and chalkboard.

Teachers view three 25-inch television monitors near the back of their studio classrooms. One shows whatever images teachers select to telecast (tehmselves, students, a computer screen, a videotape, a videodisc, or a document). The other monitors show the studio classroom and students at the remote sites. Students at these remote sites also view three monitors (one showing what the teacher telecasts, one showint their own class, and the third showing another remote site).

Teachers wear wireless micorphones; students microphones, situated between each pair of students, are secrued to the tables. A fax machine on the teacher's desk expedites distribution of class matherials to remote locations, where shcool aides handle documents, take attendance, fax student work, and stay in touch with teachers by phone or on camera.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Telecommunications
- Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

SCHOOL: Van Buren Intermediate School

D. NAME:

LAST:	Rogers	FIRST:	Marci
SAL.:	Ms.	TITLE:	Teacher
STREET:	1628 East 10th Street	CITY:	Stockton, CA
ZIP:	95206		
EMAIL:			

PHONE: EXT.:
FAX: PRIN.:

SOURCE: NFIE images for action p26

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

Many Van Buren students are characterized as "at-risk." They come from urban, lower-middle class income families and are 75% bilingual minorities - Chinese, Hispanic, African-Amrerian. The school is known for serving students which have had difficulty with academics and self-esteem.

Technology use at Van Buren originated when teacher Marci Rogers realized the educational role of computer games.

ORGANIZATIONAL PROFILE:

VISION: Because many of their students come from households plagued by crime, addictions, and domestic violence, teachers realized reversing the cycle demanded creativity. Their solution was to incorporate computer interactive adventure games into the school day. Game playing stimulates the development of logical thinking, problem solving abilities, nad cooperative negotiating tactics -- vital life skills many of their students lack.

IMPLEMTATION: Integration was not strategic at Van Buren. Ingoring the skeptics, teacher Marci Rogers dug a computer out of school storage, brought in some interactive adventure game software, and made her students play. Students like it. Those who previously experienced great difficulties in academics, and consequently demonstrated little enthusiasm for learning, began to regularly attend school.

Working in teams, students refine fundamental thinking and social skills as they progress through the computer adventures. They are more excited aobut reading and display more imagination. Students' individual successes in the adventures enhance their self-esteem, nad the team setting fosters improved cooperation. As they are required to complete any classwork missed

during their scheduled computer time, students are encouraged to thake on greater responsibility for their won learning. Failure to make up the work results in forfeiture of upcoming computer time--a sacrafice few are willing to make.

Scores on the California Test of Basic Skills provide testimony to the project's success: students averaged 50 points higher than in previous year.

TECHNOLOGY PROFILE:

Apple IIGS computers, Commodore and Amiga computers, adventure game software.

RESOURCES PROFILE:

To begin this project, teacher Marci Rogers dug an old computer out of school storage and use some interactive adventure game software from her personal library.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

INSTRUCTIONAL STRATEGY INFORMATION:

Problem Solving

TOOL FOCUS INFORMATION:

Student Productivity

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Village Elementary School

D. NAME:

LAST:	Norgaard	FIRST:	Sandi
SAL.:	Ms.	TITLE:	
STREET:	100 School Lane	CITY:	Hilton, NY
ZIP:	14468		
EMAIL:			
PHONE:	(716)392-3450	EXT.:	
FAX:		PRIN.:	

SOURCE: Penny Wintermute

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y

CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Village Elementary School is part of the AT&T Learning Network, and therefore exposes its students to their global peers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications

TOOL FOCUS INFORMATION:
Student Communication
E-mail
Telecommunications

SCHOOL: Wareham High School

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Wareham, MA
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: RRTE vol 2, p. 1335 March 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N

MEDIA CENTER: N
ASSESSMENT: N
MATERIALS: Y
STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
Wareham High School has built model classrooms to make use of educational technologies.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Washington Ele. Sch. of Sci & Tech

D. NAME: Guilford County Schools

LAST: Sands
FIRST: Nancy
SAL.: Ms.
TITLE: Curriculum Coordinator

STREET: 712 North Eugene Street
CITY: Greensboro, NC
ZIP: 27401
EMAIL:
PHONE: (919)370-8345
EXT.:
FAX: (919)370-8294
PRIN.:

SOURCE: Electronic School, 9/93, p. A42

SCHOOL TYPE: 1
PLAN (Y/N): N
DISTRICT WIDE: N
SCHOOL BASED: Y
CLR_BASED: N
STUDENT BASED: N
MEDIA CENTER: N
STAFF DEVELOP.: N
ASSESSMENT: N
NETWORK (Y/N): N
MATERIALS: Y

BRIEF DESCRIPTION:
Teachers at Washington Elementary School of Science and Technology (a North Carolina Magnet School) have elected to downplay the use of textbooks, basing curriculum instead on hands-on learning and inquiry. Educational technology has played a major role in this switch.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

Washington uses "Windows on Science," videodiscs, and "The Voyage of Mimi" simulation learning package covering maht, language arts, social studies nad science. Stereo and video microscope systems help students investigate their world.

RESOURCES PROFILE:

TRAINING: teachers have access to inservice training. Same grade teachers have common planning periods weekly to give them a chance to develop interdisciplinary units using the schools's computer software and other technologies. Weekly sessions concentrating on technology introduce new resources and show teachers how to teach students how to use them. Washington employees a science specialist and a technology specialist to serve as in-house resources for teachers.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Teachers have downplayed the use of textbooks and base curriculum at Washington on hands-on learning and inquiry. They take many field trips.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:

Simulation
Tools

TOOL FOCUS INFORMATION:

Student Development
- Desktop publishing
- Spreadsheets
- Wordprocessors

GENERAL FIELD OF STUDY: Business / Economics

In 1992, one Washington class went to a local bank to get a business loan then used computer technology to create 1993 calendars and flags of the world as products of a student-run business, using a computer spreadsheet program to keep their recoreds in line with the bank's. Profits of $400 went toward clothing, toys, and food for a needy family.

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Journalism
Students produce their monthly school newspaper on a computer.

GENERAL FIELD OF STUDY: Grade Specific Curricula
Fourth grade curriculum at Washington is based on Bank Street College of Education's "The Voyage of teh Mimi" simulation learning package, covering math, language arts, social studies, and science.

First grade students have the opportunity to learn to cast for fish at a nearby lake. At the lake they get to fish, to touch the slippery fish, and to return the fish to its habitat. Later they write about their experiences using word processing software. Teachers enhance the experience by encouraging students to read books about fish in the media center, design acquariums in the science laboratory, and study fish and their habitat using science software.

GENERAL FIELD OF STUDY: Science
Students explore science conepts using Optical Data Corporation's "Windows on Science" videodiscs. Stereo and video microscope systems help students to investigatetheir surroundings.

SCHOOL: Washington Elementary School - CA

D. NAME:

LAST:	Gilkinson	FIRST:	Carol
SAL.:	Ms.	TITLE:	Teacher
STREET:	P.O. Box 9	CITY:	Covina, CA
ZIP:	91723		
EMAIL:			
PHONE:	(818)914-2704	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Washington Elementary school has the following technologies: Macintosh computers, modem, laser disc players, CD ROM interfaced with Macintosh and television. Multimedia is the focus of the technology at Washington.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia
- Laser Disc
- Instructional TV

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

SCHOOL: Washington Elementary School - NE

D. NAME: North Platte Public Schools

LAST:	Lunkwitz	FIRST:	Mindee
SAL.:	Ms.	TITLE:	
STREET:	600 West Third	CITY:	North Platte, NE
ZIP:	69101		
EMAIL:			
PHONE:	(308)535-7142	EXT.:	
FAX:		PRIN.:	

SOURCE: Marla Dowse, NP Public Schools10'93

SCHOOL TYPE:	1	PLAN (Y/N):	Y
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	Y	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Washington Elementary school has three computers in every room. Students use Macintosh LCII, LCIII, and Centris 610 computers. The school has a building server and a library server. Library automation is in progress. An Ethernet netwrok connects all rooms in the building.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Classroom Computer(s)
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Washington Elementary School - UT

D. NAME:

LAST:	Lubomudrov	FIRST:	Carol
SAL.:	Ms.	TITLE:	
STREET:	420 North 200 West	CITY:	Salt Lake City, UT
ZIP:	84103		
EMAIL:			
PHONE:	(801)533-3072	EXT.:	
FAX:		PRIN.:	

SOURCE:

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Washington Elementary School uses the IBM integrated learning system Teaching and Learning with Computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: Washington Junior High School

D. NAME: St. Paul Public Schools

LAST:	Odland	FIRST:	Lyle
SAL.:	Mr.	TITLE:	
STREET:	1041 Marion Street	CITY:	St. Paul, MN
ZIP:	55117		
EMAIL:			
PHONE:	(612)293-8830	EXT.:	
FAX:		PRIN.:	

SOURCE: D. Thomas King 8'93

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Washington Junior High School has networked labs, video production, computer art, and ILS.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Camcorder

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Presentation
Graphics
Video Editing/TV Production

GENERAL FIELD OF STUDY: Art
SUBJECT: Graphics/Commercial Art
Washington JHS offers classes in computer art to its students.

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production
Washington JHS offers classes in video production to its students.

SCHOOL: Watauga High School

D. NAME: Watauga County School District

LAST:	Blanton	FIRST:	Patty
SAL.:	Ms.	TITLE:	
STREET:	RR6 Box 30	CITY:	Boone, NC
ZIP:	28607		
EMAIL:			
PHONE:	(704)265-5623	EXT.:	
FAX:		PRIN.:	Sherell M. Carreker

SOURCE: Richard Riedl, 11'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Watauga High School students participate in cross age and cross curricular activities with local elementary schools and Application State University. The school is part of the Impact North Carolina program which uses ISDN for LAN sharing, video, and multimedia connections. Students also learn telecomputing and programming.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
videoconferencing, multimedia, LegoLogo, PageMaker, telecomputing, databases, spreadsheets, programming.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
All technologies are used in a problem solving/collaborative learning environment.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia
- Instructional TV
- Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools
- Problem Solving

TOOL FOCUS INFORMATION:
- Student Research
  - Spreadsheets
  - Databases
- Student Development
  - Desktop publishing
  - Multimedia

GENERAL FIELD OF STUDY: Computer Science / Technology

SCHOOL: Waterford School

D. NAME:

LAST: Heuston FIRST: Nancy
SAL.: Ms. TITLE:

STREET: 1480 E 9400 S CITY: Sandy, UT
ZIP: 84092
EMAIL:
PHONE: (801)572-1780 EXT.:
FAX: PRIN.: also 801-373-2009

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Waterford School was videotaped in the ICTE's VISION: Test project in 1991.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Watkins Mill High School

D. NAME:

LAST: Rattan FIRST: Dick
SAL.: Mr. TITLE:

STREET: 850 Hungerford Dr. Rm. 41 CITY: Rockville, MD
ZIP: 20850
EMAIL:
PHONE: (301)279-3744 EXT.:
FAX: PRIN.:

SOURCE: L H Seikaly '92/Toch - US News 1/93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N

MATERIALS: Y

BRIEF DESCRIPTION:
Of the 21 high schools in this district, Watkins Mill High School was the one singled out as the most state-of-the-art in technology use. Watkins uses Hypercard software, uses technology in its social studies instruction, and participated in a MacPac project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

TOOL FOCUS INFORMATION:
Student Development
Hypercard

GENERAL FIELD OF STUDY: Social Studies

SCHOOL: Waukesha South High School

D. NAME: Waukesha School District

LAST: Merkert
FIRST: Babs
SAL.: Ms.
TITLE: National C2PC Instructor
STREET: 401 East Roberta Avenue
CITY: Waukesha, WI
ZIP: 53186
EMAIL:
PHONE: (414)521-8920
EXT.:
FAX:
PRIN.: Robert Gruell

SOURCE: 8'93 Calcualtor workshop pamphlet

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Calculus students use calculators at Waukesah South High School.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Calculators

TECHNOLOGY FOCUS INFORMATION:
Calculators

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

GENERAL FIELD OF STUDY: Mathematics
SUBJECT: Calculus
Students use calculators in calculus class.

SCHOOL: Waytaza High School

D. NAME:

LAST:
FIRST:
SAL.:
TITLE:

STREET:
CITY: Wayzata, MN
ZIP:
EMAIL:
PHONE:
EXT.:
FAX:
PRIN.:

SOURCE:

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Wayzata High School offers an Electronic Music program which uses computers with plug in boards as music syntheisers and digital records. It is a State Department Program of Excellence.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Technology configurations in Library: IBM PS/2-60 networked to distract LAN; Circulation Plus catalog and inventory system; Apple IIr workstation; Macintosh/CD ROM student research station; ITV teaching station/ITV tape library; telecommunications center; Video Editing Bay-student use.
Technology configurations in classrooms: ITV teaching stations in each classroom; 2 laser disc players and imageware collection for intermediate student use; 7 camcorders for schoolwide use; 3 mini labs housing Apple IIGS computers and printers for primary ungraded and other for intermediate, and 6IBM jrs with printers for primary grades with Writing to Read program;

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Music Keyboards

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Music Keyboards

GENERAL FIELD OF STUDY: Music
Wayzata High School offers an Electronic Music Program to its students where they can use computers with plug in boards as music synthesizers and digital records.

SCHOOL: Webster Elementary School - Daytona

D. NAME:

LAST:
SAL.:

FIRST:
TITLE:

STREET:
ZIP:
EMAIL:
PHONE:
FAX:

CITY: Daytona Beach, FL

EXT.:
PRIN.:

SOURCE: Dr. Pisapia, 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	N		

BRIEF DESCRIPTION:
Students at Webster Elementary School use telecommunications and electronic mail to work on the home/school connection. The school is on an AppleShare network. The school's administration is greatly assisted by electronic forms and software programs which help daily events run smoothly.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Webster Elemetentary School has a closed circuit tv network as well as an AppleShare network.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
There are several avenues of administrative uses of technology utilized at Webster Elementary School in Daytona Beach. Teachers use technology productivity tools: computer, gradebook, paint and draw pop, desktop publishing, software atuhority, teacher experts. Administrators have arranged for several forms to be transmitted electronically: student progress form, student retention letter, pupil progression summary, field trip form, classroom enrollment list. Folders are also stored electronically: class invention and end of year, faculty salary reports, monthly technology activity log, end of year certificates.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:
Webster Elementary School works on retrofitting its facilities to allow to add technologies.

ACCESS INFORMATION:
Buddy System
School-wide network
Closed-circuit TV
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Telecommunications
Video Editing/TV Production
On-line Services
Student Communication
E-mail
Telecommunications

SCHOOL: Webster Elementary School - St. Aug

D. NAME: St. John's County School District

LAST: Hutchins FIRST: Cathy
SAL.: Ms. TITLE: MTS Facilitator

STREET: 420 N. Orange Street CITY: St. Augustine, FL
ZIP: 32095
EMAIL:
PHONE: (904)824-2955 EXT.:
FAX: (904)829-5958 PRIN.: Roger Coffee

SOURCE: Prof Baumbach UCF-Orlando/Dr P 8'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	Y
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
As one of Florida's Model Technology Schools, Webster Elementary is an old inner city facility

with new outlook. Technology is the integral part of students and teachers daily lives. They have focused on three areas: communications, databases, and management tools.

Webster provides a basic education program for K-5 in addition to their excellent exceptional educaiton program. There is a schoolwide network and e-mail with innovative applications and a "Teacher Expert" staff development model which many schools have replicated.

Florida Commissioner of Education Betty Castor said "We would like for Webster to be a pioneer in computer instruction. They have the kind of facilities and innovative thinking we're looking for to serve as a model for the rest of the state."

ORGANIZATIONAL PROFILE:

PLANNING: During the 1988-89 planning year, Webster's staff began planning and preparing for the model technology school program. Work began on the process of restructuring the curriculum in keeping with the school's philosophy, objectives, and acquired technology. A major emphasis was placed on empowering the teachers in the use of technology.

Another major focus of this first planning year was in the area of staff development.

An important element of the MTS program lies in partnerships with parents, businesses, ane post secondary schools. During the planning year phase, parent input was gained through parent meetings and written communication. Webster has a MTS Advisory Committee which consists of parents, business partners, and educators. Business partners include: Apple Computer, IBM, Sunburst, Systems Impact, Videodiscovery, Tandy, Florida National Guard, and others.

Unique to Webster's grant are their "Teacher Experts," interested staff members who volunteer to participate in in-depth training and are available to assist and conduct a variety of workshops for other staff members.

TECHNOLOGY PROFILE:

Educational technologies used at Webster include: two computer laboratories, one containing stand alone Apple IIe and IIGS workstations and another containing networked IBM computes which runs an ILS program. In all, there are roughly 200 Macintosh computers, 69 of which are networked via AppleTalk to the

schoolwide network with two SE30s file servers. Telecommunication are found in the forms of National Geographic Kidsnet, AT&T Distance Learning, and the Florida Information Resource Network.

A school-wide Macintosh network allowing the use of electronic mail, shared applications. File exchange is installed and fully operational. Teachers and students can access FIRNMAIL from the classrooms. Laser disc technology, multimedia CD-ROM encyclopedia, and interactive video using Hypercard are also being used. A computyerized home-school communications system has been installed allowing parents to access voicebox messages from their child's teacher. A closed circuit television system and video production studio began operation Fall, 1991.

Technical expertise, consultants, and research have been provided by such business partners as Apple Computer, IBM, Florida National Guard, and the University of North Florida.

To encourage teachers' instructional use of the schoolwide network, Webster installed 4MATION Lesson Planning software on every teacher's Macintosh in April 1992. It is designed to help teachers reach a broader range of students by structuring lessons around a wider variety of learner preferences.

SOFTWARE: Science Essential series videodisc, Bio Sci videodisc, HyperCard, Computon's Multi Media Encyclopedia CD-ROM, Guinness World book of records, Encyclopedia fo the 20th Centry, National Geographic Kidsnet and the telecommunications programs entitled Hello, What's in our Water, and Weather in Action.

RESOURCES PROFILE:

FUNDING: In an effort to assist in the development of educational technology, the Florida Legislature enacted the florida Model School Consortia Act in 1985 to encourage educators to study the impact of technology on Florida schools.

Webster was chosed as one of the five schools to receive an initial planning grant for the 1988-89 school year.

Funding for the MTS program comes from the Florida Dept. of Education, business and education partners, and the St. Johns County School System.

TRAINING: A major emphasis during the planning stages of Webster's MTS program was placed on

empowering teachers in the use of technology. As of 1992, 100% of the staff had been trained in the use of comptuers. Training is also provided to many staffers in the use of video cameras, interactive video, laserdisc operations, network administration, photography, Hypercard, telecommunications, calculators, software applications, Lego-Logo, Home-School Communicator, and Video Encyclopedia of the 20th Century.

Staff development was another major focus of the initial planning. The area has continued to parallel all phases of development throughout the duration of the grant. Teachers and other staff memebers have shown their dedication to the program by participating in more than 2500 hours of inservice training during 88-89, 2300 during 89-90, and 2100 hours during 90-91.

After Webster installed the schoolwide network, they realized it was only as effective as the applications and training that went into it. In April 1992, as part of an effort to expand teacher use of the network for instructional design and development, Webster installed a 4MATION Lesson Planning software on every teacher's Macintosh.

ADMINISTRATIVE USES OF TECHNOLOGY:

With the 4MATION Lesson Planning software on every teacher's Macintosh, administrators expected to increase teacher collaboration in lesson plan development by establishing an electronic library of lessons for all teachers to share. Teachers can print out their lesson plans, or share them by sending them electronically through the network to other teachers. With this ability, Webster teachers are able to cross-reference hundred of network lesson plans. Principal Coffee noted that the 4MATION gave the school a tool for bringing curriculum and technology together. In addition it provides a solid foundation for coordinating curriulum.

One of Webster's requirements as a MTS school is to offer training to teachers and administraotrs from around the state. Summer 1991 they taught a "Computers as Classroom Tools" course (a 4-day hands-on intensive training course) in which they made many mistakes, but learned greatly from the training experience. They realized that the whole concept of teachers teaching teachers brought their success.

With the Home-School Communicator program in place, parents are able to call into the school

system to hear their child's teacher's individual message.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Webster is discovering new ways of teaching students through developing curriculum enhancements around technology.

The 4MATION Lesson Planning software on every teacher's Macintosh is based on an instructional model that provides teachers with a system for organizing instruction. This model, called 4MAT, provides a framework for designing instruction that appeals to the differences in the ways students learn.

Videodisc, databases, and telecommunications technologies are utilized extensively at Webster.

FACILITIES PROFILE:

ACCESS INFORMATION:

- School-wide network
- E-mail
- Calculators

TECHNOLOGY FOCUS INFORMATION:

- Computer
- Telecommunications
- Distance learning
- Multimedia
- Calculators
- Laser Disc
- Camcorder

TOOL FOCUS INFORMATION:

- Student Research
  - Databases
  - CD ROM
  - On-line Services
- Student Presentation
  - Camcorder
- Student Development
  - Telecommunications
  - Hypercard Stacks
  - Laserdisc
  - Databases
- Student Communication
  - Telecommunications
  - E-mail

GENERAL FIELD OF STUDY: Special Education

Webster serves as a center for full time programs in

Specific Learning Disab9ilities, Educable Mentally Handicapped, Pre-K, Emotionally Handicapped, and Gifted students.

SCHOOL: West Anchorage High School

D. NAME:

LAST: Goltz FIRST: Carol
SAL.: Ms. TITLE:

STREET: 1700 Hillcrest Drive CITY: Anchorage, AK
ZIP: 99517
EMAIL:
PHONE: EXT.:
FAX: PRIN.: Diane Frank/Mary Stephens
SOURCE: NFIE Images In Action p. 24

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

At West Anchorage High School, library, science, and english teachers work together to keep students in school. The student population consists of students from all income levels, primarily caucasion. Teachers here, recognizing that ninth grade is the year in which many students decide to drop out, created a technology lab that provides a stimulating, interdisciplinary learning environment for students of all ability levels. Supportted by an Apple "Equal Time" Grant, the technology lab has become the school's most popular classroom.

The computer lab was created to provide an engaging learning environment specifically for at-risk ninth graders. It now serves the entire school population. Students use inoformation-age technolgies daily to work on projects that integrate the curriculum with research, written and oral communitcation skills. Teachers design projects that foster flexible, cross-age and cooperative learning.

ORGANIZATIONAL PROFILE:

The computer lab is networked with computers and printers in the library as well as to a network at Turnagin Elementary School in Anchorage. The lab is housed in a two-classroom space with three computers per hexagon table.

TECHNOLOGY PROFILE:

The school's technology lab has the following applications available for its students: macintosh computers, scanner, ImageWriters, CD players, Laserdisc players, modems, MacRecorders, MacVision, LaserWriter, and Solane R-Server.

RESOURCES PROFILE:

FUNDING: The school received $800,000 from Apple Computer in 1990 to expand the development and use of their multimedia tools. An Apple "Equal Time" grant supports the school's technology lab.

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

In one science project--by taking advantage of the technologies within their computer lab--students identify a particular chemical element and create a Hypercard stack. They then use it to present information about that element to their teacher and peers. In another geology project, advanced science students work together with other science students to build stacks on geology topics. High school students are paired with elementary students to create class directories and adventure stories.

The idea is spreading as the three main teachers involved share their success with their colleagues. The school already has a second mini-lab, obtained through a grant won by English as a Second Language teachers who were inspired by the possibilities they saw for their curriculum area.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer
Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:

Tools

TOOL FOCUS INFORMATION:
Student Research
CD ROM
Student Development
Hypercard
Hypercard Stacks
Wordprocessors
Student Presentation
Laserdisc

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Writing
High school students are also paired with elementary students to create class directories and adventure stories.

GENERAL FIELD OF STUDY: English As A Second Language
The idea of this successful computer lab is spreading throughout the school as the teachers involved spread their success. The school already has a second mini-lab, obtained through a grant won by English as a Second Language teachers who were inspired by the possibilities they saw for their curriculum area.

GENERAL FIELD OF STUDY: Science
SUBJECT: Chemistry
COURSEWARE: Hypercard
In one science project, students identify a particular chemical element and create a Hypercard stack. They then use it to present information about that element to their teacher and peers.

SUBJECT: Geology
In a geology project, advanced science students work together with other science students to build stacks on geology topics.

SCHOOL: West Bay Elementary

D. NAME: West Vancouver School District #45

LAST: Bouchard FIRST: Dave
SAL.: Mr. TITLE:

STREET: 3175 Thompson Place CITY: West Vancouver BC, CANADA,
ZIP: V7V3E3
EMAIL:
PHONE: (604)981-1260 EXT.:
FAX: PRIN.:

SOURCE: NSBA mailing list respondant

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
There is a computer on every teacher's desk. West Bay curricula is highly computer based. They have one experimental classroom that has 17 Macintosh computers for 34 students. They also use voice mail for staff, students, and parents to improve communication. It has an approval rating of over 90% from parents and teachers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Voice mail is used by staff, students, and parents to enhance communication. There is one experimental classroom with 17 Macintosh computers for 34 students.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
Voice Mail

TECHNOLOGY FOCUS INFORMATION:
Telecommunications
Computer

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications

SCHOOL: West Baybalon Junior High School

D. NAME:

LAST:	Noble	FIRST:	Melvin
SAL.:	Mr.	TITLE:	

STREET:	200 Old Farmingdale Road	CITY:	West Bayblon, NY
ZIP:	11704		

EMAIL:
PHONE: (516)321-3084 EXT.:
FAX: PRIN.:

SOURCE:

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
West Babylon Junior High School has an IBM computer lab.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: West Chicago Community High School

D. NAME:

LAST: Egan FIRST: Michael J.
SAL.: Mr. TITLE:

STREET: 326 Joliet Street CITY: West Chicago, IL
ZIP: 60185-3142
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: RRTE vol 1, p. 107 March 1993

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y

MATERIALS: Y

BRIEF DESCRIPTION:
West Chicago High School is one third Hispanic, half of whom are not fluent in English. They sponsored a video exchange between its students and those at an El Salvador school. He authored a paper in 1993 entitled "Video Exchange: Global Netowrking in Foreing Language Classes." The school has a network.

ORGANIZATIONAL PROFILE:
PROJECT: The video project was intended to add a new element to foreigh language classes while directly affecting the attitudes of students toward the people and cultures of the target language.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
School-wide network

TECHNOLOGY FOCUS INFORMATION:
Camcorder
VCR

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Video Editing/TV Production

GENERAL FIELD OF STUDY: Computer Science / Technology
SUBJECT: TV production

GENERAL FIELD OF STUDY: Foreign Language
SUBJECT: Spanish
In 1993, teacher Michael Egan organized a project where the diverse groups at West Chicago (Salvadoran and American) get to serve as discussed in the other group's foreign langage class. Video is used at West Chicago to help foreign language students establish networks through video

correspondance which can facilitate learning the target language and its culture while forming friendships with native speaking peers.

SCHOOL: West Philadelphia High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Philadelphia, PA
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairs News Spring91

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
An Apple Crossroads grant, $2500, was given to West Philidelphia High School in 1991 which enabled them to develop an Apple publication center and support the extension of a pilot community/urban studies class that began in 1990. The school will be supported by the University of Pennsylvania and other community organizations.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

TOOL FOCUS INFORMATION:
Student Development
Desktop publishing

GENERAL FIELD OF STUDY: English / Langauage Arts
SUBJECT: Journalism
Students use desktop publishing software programs in West Philidelphia's school publishing center.

SCHOOL: West Windsor-Plainsboro High School

D. NAME: West Windsor-Plainsboro School District

LAST:	Staats	FIRST:	Rob
SAL.:	Mr.	TITLE:	Computer Administration Supervis
STREET:		CITY:	Plainsboro, NJ
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: ONLINE Mac School 9/92, p. 1

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Like its Middle school counterpart, West Windsor Plainsboro High School uses technology to improve the administrative duties of school officials. It is a great example of technology improving the administration of the school. The administrative offices are computerized in addition to other areas of the school curriculum. It's district is a Mac School Reference District. It is an Apple Model School, and a showcase for high technology in all areas of the educational process.

The MAc School administrative program allows the following areas to be computerized: student demographics, attendance, scheduling, and report cards.

ORGANIZATIONAL PROFILE:
PLANNING: In 1988, Rob Staats and Rick Cave took great care in organizing the time-line for implementation and personnel training.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Since 1989, West Windsor-Plainsboro High School has been generating report cards using scanning to enter marks, then printing verification sheets for teachers. The school utilizes the Mac School administration program to: record student demographics, scheduling, attendance, and report cards. The program allows for generating reports on student performance and records to be simplified. It also can be incorporated into a network. Using the Mac School Clustering and Teams feature, staff can assign certain sections fo a course to a particular team of students.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: West Windsor-Plainsboro Middle Sch.

D. NAME: West Windsor-Plainsboro School District

LAST:	Staats	FIRST:	Rob
SAL.:	Mr.	TITLE:	Computer Admin. Supervisor
STREET:		CITY:	Plainsboro, NJ
ZIP:			
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: ONLINE Mac School 9/92, p1

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N

ASSESSMENT: N NETWORK (Y/N): N
MATERIALS: Y

BRIEF DESCRIPTION:
West Windsor-Plainsboro Middle School uses technology to improve the administrative duties of school officials. It is a great example of technology improving administration of school. The administrative offices are computerized in addition to other areas of the school curriculum. It's district is a Mac School Reference District. It is an Apple Model School, and a showcase for high technology in all areas of the educational process.

The Mac School administrative program allows the following areas to be computerized: student demographics, attendance, scheduling, and report cards.

ORGANIZATIONAL PROFILE:
PLANNING: In 1988, Rob Staats and Rick Cave took great care in organizing the time-line for implementation and personnel training.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Since 1989, West Windsor-Plainsboro Middle School has been generating report cards using scanning to enter marks, then printing verification sheets for teachers. The school utilizes the Mac School administrative program to: record student demographics, scheduling, attendance, and report cards. The program allows generating reports on student performance and records to be simplified. It also can be incorporated into a network. Using the Mac School Clustering and Teams feature, staff can assign certain sections of a course to a particular team of students.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

SCHOOL: West Windsor-Plainsboro Upper Ele.

D. NAME: West Windsor-Plainsboro Schools

LAST:	Serim	FIRST:	Ferdi
SAL.:	Mr.	TITLE:	Communications/Computer Teacher
STREET:		CITY:	Plainsboro, NJ
ZIP:			
EMAIL:			
PHONE:	(609)799-0087	EXT.:	
FAX:		PRIN.:	ferdi@tigger.jvnc.net

SOURCE: Research 9'94

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
During the 93-94 school year, Ferdi Serim taught the 700 studetns to use computers as communications tools.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
- E-mail

TECHNOLOGY FOCUS INFORMATION:
- Telecommunications
- Computer

INSTRUCTIONAL STRATEGY INFORMATION:
- Tools

TOOL FOCUS INFORMATION:
- Student Communication
  - Telecommunications

SCHOOL: Western Albemarle High School

D. NAME: Albemarle County School District

LAST:	Foss	FIRST:	Jean
SAL.:	Ms.	TITLE:	Biology Teacher
STREET:	Route 1 Box 425	CITY:	Crozet, VA
ZIP:	22932		
EMAIL:			
PHONE:	(804)823-4314	EXT.:	
FAX:		PRIN.:	Dr. Anne G. Coughlin

SOURCE: NSBA 1993 schedule

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:

At a technology conference in 1993, biology teacher Jean Foss contributed to a presentation entitled: "Use of Dissection Related Courseware by Low Ability High School Students: A Qualitative Inquiry."

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:

Computer

INSTRUCTIONAL STRATEGY INFORMATION:

Simulation

GENERAL FIELD OF STUDY: Science

SUBJECT: Biology

Teacher Jean Foss uses dissection related software with her low ability high school students.

GENERAL FIELD OF STUDY: Special Education
SUBJECT: Biology

SCHOOL: Westfield High School

D. NAME: Westfield-Washington Public School District

LAST: Reitz FIRST: Ray
SAL.: Mr. TITLE: Dir. of Educational Technologies
STREET: 222 West Main Street CITY: Westfield, IN
ZIP: 46074
EMAIL:
PHONE: (317)896-2841 EXT.:
FAX: PRIN.:

SOURCE: CarolNovak 12'93 & Toch article1'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	Y		

BRIEF DESCRIPTION:
Every classroom at Westfield High School, a small school in a small rural southern Indiana town, has a networked television to receive a variety of programming. Teachers can use a simple channel changer in their classroom to display everything from newspaper articles and educational graphics to films, and live programming via satellite.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
Every room at Westfield, and at the other two schools in its district, is equipped with a TV monitor and wired into a fiber-optic network to receive live programming on a variety of subjects via satellite. This complex partnership was brought together by Ray Steele of Ball State University's Center for Information and Communication Sciences.

RESOURCES PROFILE:
FUNDING: help for this project came from the largess of GTE, several other technology

companies, and nearby Ball State University

ADMINISTRATIVE USES OF TECHNOLOGY:
For the Fall term 1993, Westfield's district satellite hookup allowed Westfield to offer courses in Japanese, Latin, French, and Spanish for the first time.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:
Because much of the viewing material is stored in the district's single "technology distribution center," from their classrooms teachers can electronically check out the material they want. This technology allows Westfield teachers to create their own multimedia materials. Students become active rather than passive learners.

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Distance learning

INSTRUCTIONAL STRATEGY INFORMATION:
Tutorial

GENERAL FIELD OF STUDY: Social Studies
Social studies teachers at Westfield are able to enrich their instruction on international trade by bringing into their classrooms live coverage of French farmers demonstrating in Strasbourg or by discussing the subject live with a university professor in California who is an authority on sanctions and embargoes.

SCHOOL: Westview Middle School

D. NAME:

LAST:	Moderhet	FIRST:	Bob
SAL.:	Mr.	TITLE:	
STREET:	1651 Airport Road	CITY:	Longmont, CO
ZIP:	80501		
EMAIL:			
PHONE:	(303)772-3134	EXT.:	
FAX:		PRIN.:	

SOURCE: R. Donahoo, NSBA,

SCHOOL TYPE:	2	PLAN (Y/N):	N
DISTRICT WIDE:	Y	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	N

MEDIA CENTER: Y
ASSESSMENT: N
MATERIALS: N

STAFF DEVELOP.: N
NETWORK (Y/N): N

BRIEF DESCRIPTION:
This new school was built with technology in mind. It integrates well with its site utilizing technology to every benefit.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The school contains three Macintosh labs, a technology education lab, and a computerized media center.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:
The facility was built to accomodate technology in the classroom.

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Westwood Elementary School

D. NAME: Calcasieu Parish Public School District

LAST: Abshire
SAL.: Ms.

FIRST: Sheryl
TITLE: Principal

STREET: 1724 Kirkman Street
ZIP: 70601
EMAIL:
PHONE: (318)433-1259
FAX: (318)426-3178

CITY: Westlake, LA
EXT.:
PRIN.: Sheryl Abshire

SOURCE: Electronic School, 9/92, p. A36.

SCHOOL TYPE: 1
DISTRICT WIDE: N
CLR BASED: N
MEDIA CENTER: N
ASSESSMENT: N

PLAN (Y/N): N
SCHOOL BASED: Y
STUDENT BASED: N
STAFF DEVELOP.: N
NETWORK (Y/N): N

MATERIALS: Y

BRIEF DESCRIPTION:
Westwood is one of nine Calcasieu Parish schools to be part of Project LA-KONNECT (Louisiana Kids Organizating Network News Electronic Communications Teams) in which teachers and students played parts of a world leaders at a global event in the Spring 1992.

ORGANIZATIONAL PROFILE:
LA-KONNECT nations involved were actually social studies class students. Twelveth grade students involved in the project at other schools sent electronic messages to the elementary school students through an electronic bulletin board.

TECHNOLOGY PROFILE:
Westwood elementary students have access to the electronic bulletin board which the high school students participating in LA-KONNECT post messages for them.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

ACCESS INFORMATION:
E-mail

TECHNOLOGY FOCUS INFORMATION:
Computer
Telecommunications

TOOL FOCUS INFORMATION:
Student Communication
Telecommunications
E-mail

SCHOOL: Whittaker Elementary School

D. NAME: Orangeburg School District #5

LAST:	Wilsford	FIRST:	Jim
SAL.:	Mr.	TITLE:	Superintendent
STREET:	578 Ellis Avenue	CITY:	Orangeburg, SC

ZIP: 29115
EMAIL:
PHONE: (803)534-5454 EXT.:
FAX: PRIN.:

SOURCE: Christine St. Lawrence 8/93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Whittaker Elementary School was videotapped by SL Productions of New York in 1991 for the ICTE's VISION: Test project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Whitwell Elementary School

D. NAME: Ironton School District

LAST: Massie FIRST:
SAL.: Ms. TITLE: Third Grade Teacher

STREET: 2213 South 4th Street CITY: Ironton, OH
ZIP: 45638
EMAIL:
PHONE: (614)532-4054 EXT.:
FAX: PRIN.:

SOURCE: Dr. Michael Flemister, 12'93

SCHOOL TYPE:	1	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:
Whitwell Elementary School has a fiber-optic two way audio and videoconnection to Ohio University which allows for easy communication among the administration and teachers. The 3rd grade classroom utilizes much technology.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:
The 3rd grade classroom has a laserdisc player, CD ROM, five Macintosh computers, two mobile cameras, several 26" monitors, and a large 46" television.

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:
Teachers, student-teachers, graduate students, and professors communicate via wireless headsets, e-mail, and live video images for the purposes of enhancing learning for all parties involved.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer
Instructional TV
Laser Disc

INSTRUCTIONAL STRATEGY INFORMATION:
Tools

SCHOOL: Wickliffe High School

D. NAME:

LAST: FIRST:
SAL.: TITLE:

STREET: CITY: Wickliffe, OH
ZIP:
EMAIL:
PHONE: EXT.:
FAX: PRIN.:

SOURCE: AppleCommunityAffairsNews Spring91

SCHOOL TYPE: 3 PLAN (Y/N): N
DISTRICT WIDE: N SCHOOL BASED: Y

CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
The primary focus of the curriculum at Wickliffe High School is interdisciplinary problem-solving and criticial thinking skills. Students investigate a currient social problem such as AIDS, urban crime, or global warming. Teams of students were matched with members of the Lubrizol Corporation who will share ideas on informaiton networking and team problem solving.
In 1991, the school received $2500 from Apple to support their innovative uses of computers.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

INSTRUCTIONAL STRATEGY INFORMATION:
Problem Solving

GENERAL FIELD OF STUDY: Multidisciplanary

SCHOOL: Wilkerson Annex

D. NAME:

LAST:	Aldridge	FIRST:	
SAL.:	Mrs.	TITLE:	
STREET:	55th & Eads Sts. NE	CITY:	Washington, D.C., DC
ZIP:	20019		
EMAIL:			
PHONE:		EXT.:	
FAX:		PRIN.:	

SOURCE: Mrs. L. Thompson, Librarian

SCHOOL TYPE:	5	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	Y	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
In 1993, the Wilkerson Annex was working on four pilot projects integrating the library media center in collections/ development.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Wilkinson-Orangeburg High School

D. NAME: Orangeburg School District #5

LAST:	Wilsford	FIRST:	Jim
SAL.:	Mr.	TITLE:	Superintendent
STREET:	578 Ellis Avenue	CITY:	Orangeburg, SC
ZIP:	29115		
EMAIL:			
PHONE:	(803)534-5454	EXT.:	
FAX:		PRIN.:	

SOURCE: Christine St. Lawrence 8'93

SCHOOL TYPE:	3	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Wilkinson-Orangeburg High School was videotaped in 1991 by New York's SL Productions for the ICTE's VISION: TEST project.

ORGANIZATIONAL PROFILE:

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

SCHOOL: Woodbridge Academy

D. NAME:

LAST:	FIRST:
SAL.:	TITLE:
STREET:	CITY: Lexington, KY
ZIP:	
EMAIL:	
PHONE:	EXT.:
FAX:	PRIN.:

SOURCE: Apple Community Affairs News Fall92

SCHOOL TYPE:	4	PLAN (Y/N):	N
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR_BASED:	Y	STUDENT BASED:	Y
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	N
MATERIALS:	N		

BRIEF DESCRIPTION:
Woodbridge Academy is a technology intensive school which services K-12 students with attention deficit disorders, learning disabilities, and dyslexia. Since nearby sinkhole pollution is a major environmental problem for the area, science teachers have developed a program which has students research and learn about it.

ORGANIZATIONAL PROFILE:
GOALS: to develop and enhance reading, writing, math, problem solving, and communication skills.

TECHNOLOGY PROFILE:

RESOURCES PROFILE:

ADMINISTRATIVE USES OF TECHNOLOGY:

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

FACILITIES PROFILE:

TECHNOLOGY FOCUS INFORMATION:
Computer

TOOL FOCUS INFORMATION:
Student Research
Student Presentation

GENERAL FIELD OF STUDY: Science
SUBJECT: Earth Science/Weather
To help combact the nearby sink-hole pollution, science teachers divide students into sink teams which conduct research, visit community government agencies, analyze water runoff samples, etc. Technology enables students to access, organize, and share information, design and prepare reports, and analyze data.

GENERAL FIELD OF STUDY: Special Education
SUBJECT: Learning Disabilities

SCHOOL: Woodland Middle School

D. NAME: Kenton County School District

LAST:	Jackson	FIRST:	Garry
SAL.:	Mr.	TITLE:	
STREET:	5399 Old Taylor Mill	CITY:	Taylor Mill, KY
ZIP:	41015		
EMAIL:			
PHONE:	(606)356-7300	EXT.:	
FAX:		PRIN.:	

SOURCE: Garry Jackson 7/93

SCHOOL TYPE:	2	PLAN (Y/N):	Y
DISTRICT WIDE:	N	SCHOOL BASED:	Y
CLR BASED:	N	STUDENT BASED:	N
MEDIA CENTER:	N	STAFF DEVELOP.:	N
ASSESSMENT:	N	NETWORK (Y/N):	Y
MATERIALS:	Y		

BRIEF DESCRIPTION:

A committee of staff, teachers, and parents at Woodland Middle School worked together in late 1992 to compile their five-year technology plan in March 1993. Their goal--complete integration of technology into the currciulum.

ORGANIZATIONAL PROFILE:

PLANNING: After conducting a needs assessment by surveying teachers and staff, Woodland compiled a five year technology plan in March 1993 to start with the 93-94 school year. It was compiled by a committee composed of teachers, administrators, and parents. Plans include surveying staff (including teachers, assistants, administration, and secretaries) as to the needs and directions in which they would like Woodland to progress.

RESTRUCTURING: The state of Kentucky is in the process of restructuring its educational system. A part of this process is to evaluate the use of technology and to integrate its use into the curriculum. As a participant in the National Alliance for Restructuring Education, Woodland is evaluating and resturcturing its total school program.

VISION: Full integration of technology into the educaitonal process.

To foster an environment where students become independent, lifelong learners who are able to creatively apply their knowledge to infinite environments. Educator's responsibilty is to accept this responsibility of preparing students to integrate into a technologically oriented society through organized preparation and training.

Woodland staff believe that technology helps equip students, teachers, administrators, and ultimately the high school graduate with skills that will take them into the 21st century where they will be required to be efficient users of technology in order to become productive members of global society. It is committed to creating an environment in which students are exposed to technology and its appropriate uses enhance problem-solving abilities and contribute to the overall development of the student.

GOALS: Specific goals are as follows:
1) to provide an environment which encourages students to access, retrieve, and process information independently or as a member of a group in order to promote life long learning in a global society.

2) to support instructional strategies and foster professional growth utilizing technology in accordance with valued outcomes.
3) to engage the talents of the school community and encourage an environment of ownership through involvement.
4) to improve all levels of administrative function through the use of technology
5) to ensure the original vision and goals of the technology plan while continually monitoring and evaluyating methods and specific technologies.

IMPLEMENTATION: To accomplish such goals, Woodland has been transformed into work areas for students and teachers, incorporating multi-technological applications which will provide technological training where students retrieve and utilize information.

Woodland wants technologyto be used by students independently,in cooperative learning situations, and in conjunction with the instructional strategies of their teachers.

TECHNOLOGY PROFILE:

Student workstations (IBM), Novell 3.11 file server, LCD pannel, teacher workstations, color laser printer, cabeling, peripherals (graphic tablet, zapp camera, power strips, speech synthesizer), portable science station, science probes, fiber optics, robotics hardware, onan boxes, phone lines, modems, software, and multimedia technologies.

RESOURCES PROFILE:

TRAINING: Quality instructional programs are offered, and stimulating and reinforcing supplements to regular educational programming will be provided.

FUNDING: Upfront costs came to $43,900. Budget: for 93-94 is set at $78,129; for 94-95 is $150,830; for 95-96 is $158,422; for 97-98 is $104,718.

ADMINISTRATIVE USES OF TECHNOLOGY:

Technology provides support for professional needs and for communication with information sources and colleagues. It promotes more effective and efficient record keeping as well as retrieval and manipulation of information.

TEACHERS: A goal of Woodland's technology initiative is that its teachers will realize the benefits of technology. Technology will become an efficient assistant which frees up their time

to be directed to their students. Inservice training will be offered.

STAFF: Plans include having technology improve school record keepting, assessment, and report preparation--and correcpondence with parents, peers, and administrators will be accomplished and updated more efficiently.

Administrators will also be assisted by technology to maintain cnetralized and easily retrievable information about students, staff, scheduling, management, maintenance, equipment, and materials.

TEACHERS INSTRUCIONAL USES OF TECHNOLOGY:

Woodland teachers believe effective education includes a high level of student involvement, high expectations for student achievement, and acknowledgement of student accomplishments. Technology encourages students to become more active learners and to contribute to their own teaching/learning process in ways which capatalize on each student's strengths and preferred learning tools.

Woodland teachers are facilators of the teaching/learning process. Technology empowers them to create more stimulating and successful learning environments.

FACILITIES PROFILE:

ACCESS INFORMATION:
- Classroom Computer(s)
- School-wide network

TECHNOLOGY FOCUS INFORMATION:
- Computer
- Multimedia

INSTRUCTIONAL STRATEGY INFORMATION:
- Problem Solving
- Tools

TOOL FOCUS INFORMATION:
- Student Productivity
  - Wordprocessors
  - Graphics
  - Desktop publishing
  - Robotics
- Student Research
  - Probes

Student Development
- Wordprocessors
- Graphics
- Desktop publishing
- Probes
- Multimedia