

IMAGES ...OF TECHNOLOGY IN TEXAS SCHOOLS

IMAGES

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Report Number Four 1994





Superintendent Anthony Trujillo is the driving force behind Ysleta ISD's emphasis on technology and individual learning.

Ysleta ISD on a Fast Technology Track So ALL Students Have a Chance to Learn

When Ysleta ISD Superintendent Anthony Trujillo worked as school superintendent in California, he led his district's switch to an emphasis on technology in five short years. Trujillo now is leading Ysleta in an even more aggressive technology infusion program. "The difference this time around," Trujillo said, "is that the conversion in El Paso will be quicker. In three years we'll be way ahead of anybody." Indeed, when you visit Ysleta's schools, administrators and teachers are immersed in exciting technology-driven programs and are eagerly looking forward to more.

Ysleta's and Trujillo's first two years of technology emphasis are indeed impressive. They include:

- A multicultural telecommunications project linking Ysleta 6th graders with 5th graders at a private school in Villa Hills, Kentucky.
- ACCESS (Accelerated Computer Community Exceptional Situation Students), a flexible, student-centered, alternative computer-based education environment, providing drop-out and high risk students with the chance to finish their high school degrees.
- A \$3 million mini-grants program that funds teacher-based innovative programs and ideas that enhance

student achievement, many of which are computer-oriented.

- A new system of decentralized funding allocation, enabling campus-based leadership teams to tailor technology plans to their particular student needs.
- Computer-based writing and math centers in every high school, offering innovative language arts programming to Ysleta's 80% Hispanic student body.
- Channel One live television newscasts, planned and produced by middle school students.
- Volunteer in-service computer training, leading to computer use at home by teachers, students, and their parents.

Trujillo said that when he first encountered computer-based technologies several years ago, he believed they offered the best chance for schools to individualize instruction. "We had been talking a lot about it, but with technology, it was the first time I could see it actually happening in some economical way. As we got into it, my first use was with special education students, and I noticed that the more deficient the youngsters, or the larger their problems in the regular classroom, the more they seemed to flourish with technology."

Trujillo sees technology as a long-range



Diego Morales, Director of Ysleta's Educational and Science Systems (YESS), watches as Desert View Middle School students prepare for the school's Channel One television live news programs.

investment that has a big payback. "You buy a machine, you've made a one-time investment for a long period of time," he said. "You buy software, you've made an investment for a shorter period of time because it's more dynamic. However, technology is, in total, a very cost effective investment over a long period of time."

"The major thing we find here is that El Paso is a low wage town, and we know with some certainty that low wages mean low skills and high wages mean high skills. So unless we provide high skills for the population, they are always going to be in a low wage situation," said Trujillo.

This kind of thinking has led to a vision statement for the Ysleta ISD that is printed

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on all the district's literature —*All students who enroll in our schools will graduate from high school prepared to enter a four year college or university.*

For those who don't graduate, his programs and vision include getting students or dropouts back into a technology-oriented environment so they will have a chance to self-pace themselves to graduation.

Trujillo is seen by many as a risk taker who likes to see those in his district willing to take risks with innovative programs. Central to his philosophy is that all kids CAN learn. When staff members told him two weeks prior to summer school last year that the summer program had traditionally been free to those students who had failed, but that students who just wanted to accelerate their learning must pay, his response—"change it"—was an almost impossible logistical and communications problem to be solved in a mere two weeks. The result was a 1993 "tuition-free" summer school program that enrolled 22,000 students, compared to 10,000 the previous year, and was coupled with a major parental involvement program—parents had to come two hours a week in the evening and work on parenting skills with their children.

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Quick changes, and responses such as these, have become more common in Trujillo's technology-oriented changeover. Diego Morales, director of Ysleta's Educational and Science Systems (YESS) who oversees and coordinates much of the technology changes, remembers fondly an early conversation with the superintendent about teacher training on the computers.

"Trujillo did not want a training facility in

the central office; he wanted the teachers to be trained in the schools," said Morales. "I remember telling him, 'Yes, but not all the schools have computer labs.'"

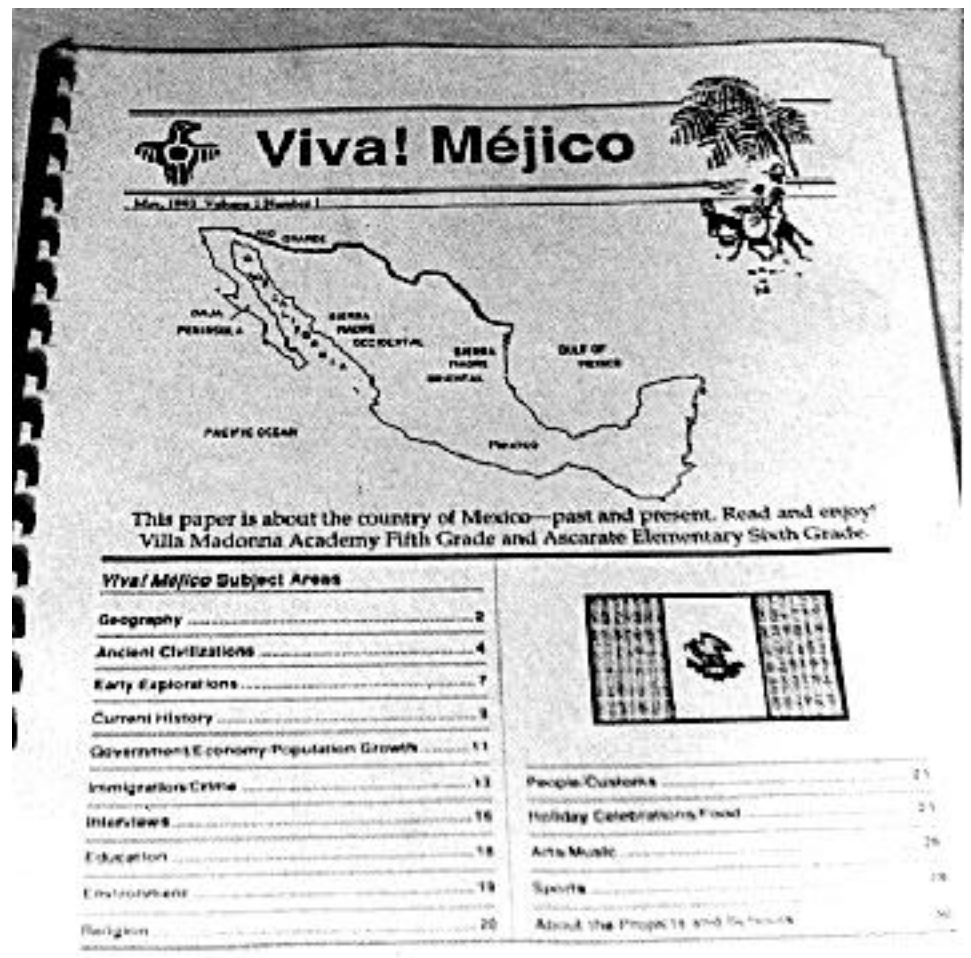
"Find out which ones do," Trujillo replied. "But not all the computers are at one location," I told him.

"Then move 'em," he said.

"Not all the computers have the same software," I explained.

He always had a comeback. "Then put the software on there," he answered. The results were wonderful. Trujillo funded a mobile lab with 20 portable computers. Whenever and wherever the district needs the computer lab staff development, it can travel to a particular school and train teachers in a library, a classroom or a cafeteria, and all the computers are networked.

"When Trujillo came into the district, he said that he was going to make this the



The report is a result of the first year of the multicultural telecommunications project with a Kentucky Roman Catholic parochial school.



Margaret Heart and her 6th graders at Ascarate Elementary, who without technology and a lot of imagination, wouldn't have made so many friends in Kentucky and learned so much about each other and their home state—and vice versa.

number one school district in Texas. It's not how much money you spend, but how you motivate people to do things in the district and in the community. And he has certainly done that," Morales said.

Those benefiting the most seem to be the

students and their teachers. Without technology, Margaret Heart and her 6th graders at Ascarate Elementary wouldn't have made so many friends in Kentucky and learned so much about each other's home state. Now in its second year, the Kentucky Meets Texas Project through

technology (using Prodigy, a computer-mail service) provides the opportunity for cooperative learning for students and schools that are 1,500 miles from each other and have very different profiles.

Villa Madonna Academy in Villa Hills, Kentucky, is a private Catholic school with approximately 390 students. Ascarate Elementary is a public school with approximately 600 students in grades K-6.

“When Trujillo came into the district, he said that he was going to make this the number one school district in Texas. It's not how much money you spend, but how you motivate people to do things in the district and in the community. And he has certainly done that.”

It is located in a primarily Hispanic community less than two miles from the Mexican border. Most students are on free/reduced lunch and have limited English proficiency because parents speak only Spanish. Many students are first or second generation Americans with strong ties to Mexico. Ascarate Elementary school has received awards from the State of Texas for its consistently high test scores.

Objectives for the project were set by students from both schools. The Ascarate objectives were (1) to engage in cooperative research with students from another school emphasizing teamwork and problem solving; (2) to use electronic mail

for discussion of task assignments, research findings and progress, accentuating writing and communication skills; (3) to write and design a newspaper with Macintosh computers, using a variety of programs including word processing and graphics applications, digitizers and scanners — thus teaching technology literacy within the context of a classroom

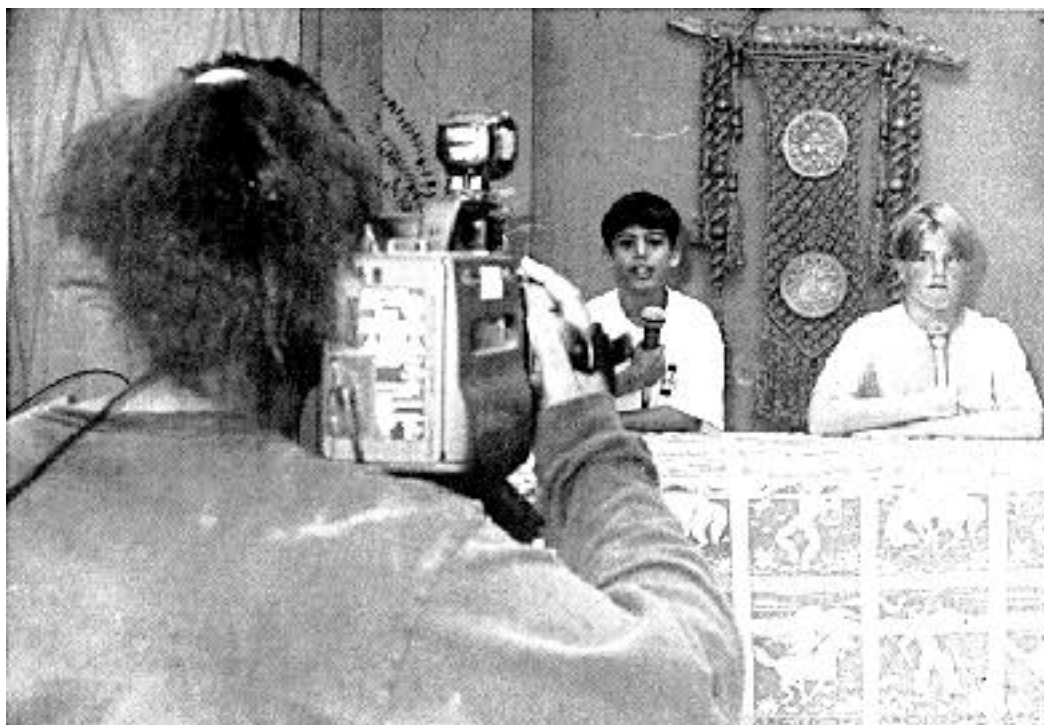
“If you expect a little, you’ll get a little. If you expect a lot, you’ll get a lot. The possibilities of a project like this are limitless.”

assignment; (4) to learn about and make acquaintance with Americans who live in a very different area of the United States, both physically and culturally; (5) to study the customs, culture, geography and other aspects of a different country (Mexico), emphasizing a multicultural perspective; and (6) to involve teachers from different specialty areas, including classroom, library media, technology and foreign language —making the project interdisciplinary for both students and faculty.

The project included topics such as geography, early explorers, ancient civilizations, native and ethnic groups, interviews with Mexican immigrants in both El Paso and northern Kentucky, holiday traditions, sports, legal and illegal immigration, arts and music, economy (exports and imports), crime, religion, education, environment, and government. Each class developed time lines of what to have completed each month.

In June 1993, at the end of the first year of the project, the Ascarate 6th graders proudly published “Viva! Mejico,” a 31-page newspaper with all the articles written on the Macintosh computer using PageMaker. The Kentucky class celebrated the end of the first year by dining at a Mexican restaurant in Kentucky. They sent a video of their celebration to their friends at Ascarate. The Ascarate students celebrated El Paso-style with a homemade Mexican *comida* (meal) and folklore dances which were videotaped and sent to the class in Kentucky. The project was the idea of Gloria Hoyos, Ascarate Writing-Center teacher, and Connie Hoffman, Computer Program Director at Villa Madonna, after the two “met” on computers through Prodigy and a common interest in jazz.

“To me it proves students at this grade level can do a lot more than maybe the general community might imagine as far as research, cooperative learning and



Tommy Vega (L) and Dustin Krueger are on-camera during the telecast. . .



Students work at their own pace towards graduation.

working together with technology,” said Ascarate 6th grade teacher Margaret Heard. “If you expect a little, you’ll get a little. If you expect a lot, you’ll get a lot. The possibilities of a project like this are limitless. The students were communicating all the time with the computer and a modem, and if I needed to talk with the teacher in Kentucky, I’d use the phone in the office.”

The Ascarate 6th graders hope to achieve two things in the second year of the project that they didn’t achieve last year—producing a travel video of the El Paso and border area, and raising enough money to send some of their classmates to Kentucky to celebrate completion of the project.

“With this project, we’ve gotten out of the box, the traditional description for the classroom,” said Morales. “These students are extending their writing

nationally and are finding out what other students and their cultures are like. When the technology in our schools reaches the point where we can actually see each other during the process, there will be an explosion of shared knowledge. The idea of reaching out and touching someone will really become true.”

“You’ve got to remember, our kids rarely get an opportunity to travel outside of the city, and now they get a chance, through technology, to expand their experiences,” he continued. “We started with a phone line, a modem, and a computer. Soon we will add the video aspect. Before this, the only other time we interfaced with anyone else was during athletic or Interscholastic League competition.”



Trujillo combined the benefits of technol-

ogy with the needs of the district when he created a dropout recovery program throughout the district. Modeled after a program in San Diego, California, the Ysleta ACCESS program (Accelerated Computer Community for Exceptional Situation Students), in the Highlander

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Recovery Academy at Bel Air High School, has more than 600 students enrolled with more applying each day. In California, the students worked all day and went to school at night. At Ysleta, students can come between 5:30 a.m. and 9:30 p.m. on weekdays, 8 a.m. to 2 p.m. on Saturdays, and 1 to 6 p.m. on Sundays. Students come a minimum of two hours a day. Teachers assign and judge the additional work they do during 15 hours of independent study to meet the state requirement.

The purpose of access: to provide drop-out and high risk students with a flexible, student centered, technologically complete, alternative education environment. Student situations range from students who are parents to those required to work to help support a family.



Director Karen MacDonald leads an ambitious dropout recovery program at the Highlander Academy.

These students, who are credit deficient after dropping out, join other students with extenuating circumstances that precluded their participation in the regular school program. They use the Highlander Academy to get students back into the regular high school program. "We have put 84 kids back on the Bel Air campus at the age and grade level where they should be," said Director Karen MacDonald.

The objectives of the Highlander Academy are:

- Facilitate re-enrollment into the regular high school program.
- Create learning activities characterized by high expectation and learning environment delineated by high status for the participant.
- Have deadlines for closing the gap between the performances of Highlander Academy students in the educational mainstream.
- Have clear explicit goals, objectives and criteria for judging success which correspond directly to program content.
- Avoid pejorative terms and labels (examples: **remedial** and **at-risk**).
- Allow for individualization of each student's needs and consideration.
- Provide prompt feedback and concrete evidence of progress.
- Complete requirements for a regular high school diploma.
- Preparation for the Texas Assessment of Academic Skills (TAAS) exam.
- Preparation to become responsible, productive, global citizens with the ability to be lifelong learners.

Named after the word *access* — *the means to a better future* — the program offers hope in what was previously a hopeless situation for many within the district. MacDonald said that 166 have graduated from high school through the program but estimates that there are about 6,000 more non-graduates who could still

“You’ve got to remember, our kids rarely get an opportunity to travel outside of the city, and now they get a chance, through technology, to expand their experiences.”

be reached. “I have a real problem,” said MacDonald, “when a 28-year-old girl comes in and tells me that she has three kids and doesn’t want to be on welfare all her life. She just wants to get an education. This morning I had another 28 year old who said she was told all she could get was a GED (General Education Degree),” said MacDonald. “I just can’t close the door. We’re in the business to educate them.”

In the ACCESS curriculum, students are going to extend its use into six areas: economics, citizenship, publishing, science, technology and government/history with the goal of starting their own businesses. Potential businesses are a travel agency, a merchandising company, a silk screening shop or a print shop. “The charge for students who take economics is for them to go through the necessary steps to develop a small business. We have two students who have already developed a mural painting business,” said MacDonald.

“Many students we recovered have passed the TAAS test, so it’s not the ability they lack,” MacDonald said. “Because of this program and its students, Bel Air High School has changed from teaching six

subjects over a semester to teaching three subjects in two hour class periods each day. This means that every eight weeks the students are going to be earning a credit for each of those courses and then begin another three courses. We need to change education and let it be viable for the students.”

“Each student represents about \$3,495 for the district, and we get a certain portion of that,” said McDonald. “Everything you see—all the computers, every bit of the technology—the students have bought. In addition to the class area for computers,

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we also have our own day care and our own weight room and fitness program. This is all recovered money that the state is giving back to us for each student that attends.”

With the help of a waiver from the Texas Education Agency, the regular high school curriculum is offered to students who can then work at their own pace. The Academy staff of four teachers helps students in selecting the courses they will need in order to graduate. Staff members offer a computer-assisted, independent study style of learning, and students complete their courses at their own rate.

According to John Brown, one of the teachers and systems engineer, students and teachers have a wide variety of hardware and software from which to choose. Available at the Academy are fifty Macintosh LC 520s and six Centris 610s, a file server 95, the Ethernet system, four NTR laser printers, a LaserWriter 630 and a Hewlett Packard Paint Jet 300 printer. Stand alone equipment includes fifteen Macintosh LCIIIs, ten IBM PC compatibles, five Amigas, and two Apple scanners. Software titles include Writers Network, Heartbeeps, Skillsbank, Type Tutoring 5+, several word processing packages, and PageMaker.

According to MacDonald, she and her staff are continually planning new ventures. “We are going mobile with this project by taking the computers in a vehicle to all the project areas and to other schools. Our students are going to be training other students, and we are also going to get the parents involved. There was a recent national study of illiteracy that noted almost three out of four parents who are illiterate, don’t know that they are illiterate. By making them aware, we hope to bring more back in. We’ve even been to one corporation in town, and they were astounded that we would be willing to bring our vehicle and our students to help educate their employees.”

“How far can we take this?” asked MacDonald. “We’re only limited by our imagination.”

An estimated 1,500 adults have come back to school because of this program. Said one staff member, “If we do our job properly, we will work ourselves out of a job because that would mean we’re recovering all the students.”

Morales remembers how quickly the mini-grant program got started after the superintendent and school board decided to set aside local money for teacher-based innovative programs and ideas that enhance student achievement. “The first year (1992), teachers had 30 days to write proposals for the \$3 million that was available. They submitted proposals totaling more than \$6 million. The second year, they had three months to write proposals for another \$3 million. Again the requests exceeded what was available, and all of the \$3 million was allocated in amounts ranging from \$5,000 for indi-

“We need to change education and let it be viable for the students.”

vidual projects to \$50,000 for projects that involved several people. The money came from district and local funds, not from the state technology money,” Morales said. “These funds are no longer available, but since teachers know how to write and apply for grants, they have stayed in a grant-writing mode.”

Lancaster Elementary Principal Richard Armendariz also loves the grant writing idea and the budget system that allows decentralized budgets to campuses

through formula-based allocations. He agrees that it now leads to tailoring student needs to technology at individual campuses, something he and his teachers were pioneering back in the mid-'80s!

Three of Armendariz's teachers, who were enrolled in a college course, became excited about the prospects of implementing technology into the classroom. "I had been working a little with an old Apple IIE, and these teachers had a project to complete," said Armendariz. "So I suggested that we teach all our teachers how to use Apple Works. Before long, we got really good at it. Then others heard about our successes and asked if we would come to their school in order to train their teachers. Pretty soon we were being asked to teach much more than Apple Works."

"I then approached the district administration with the idea of meeting the needs of staff development. I assured them that it wouldn't cost us anything except the cost of hand-outs. Nobody was getting compensated, the instructors nor the participants. Everybody got excited because we were doing so without charging them. I was teaching classes at the different schools, and if they had Apple Works, they'd also learn about spreadsheets and database," Armendariz remembers.

"We'd get calls to go to other campuses, and they wouldn't have the hardware or the software that we had. We got smart and started requiring each campus to provide its own materials. The training program has grown larger. I just had someone call and tell me that they had 16 LC 520s and needed some help; so I'll be going to help them."

Armendariz also remembers four years ago when \$45,000 in staff development money became available to train a cadre of teachers on Apple IIGSs in nine schools.

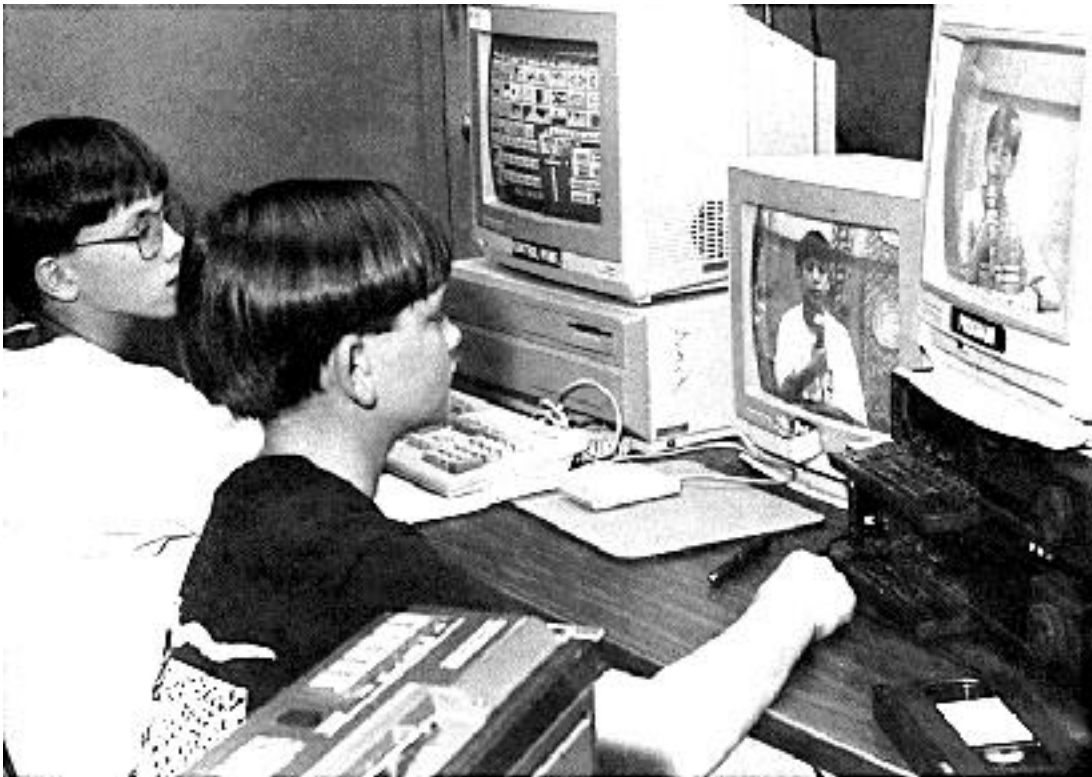


Lancaster Elementary Principal Richard Armendariz gets ready to check out one of his school's 11 Powerbook portables for use by teachers, students and their parents at home.

More were trained on the same equipment during the second year, and then on the Macintoshes for the last two years. "They are the gurus in each building."

Armendariz was also awarded a grant which was used to purchase 11 PowerBook computers for his teachers,

students and their parents to take home. Before the parents can take a portable computer home, they have to come to the school to learn how to use it. The next parent to borrow the portable then goes to the home of the previous parent for training, so parents end up training parents. To continue the efforts beyond



Thomas Smith (L) and Benjamin Chamber are hard at work in the production area.

the regular school year, Armendariz also started a summer computer training program. "I don't get compensated for it money-wise, but I sure do in satisfaction," he said.

Inside Lancaster Elementary, everyone in

"Before the parents can take a portable computer home, they have to come to the school to learn how to use it. The next parent to borrow the portable then goes to the home of the previous parent for training, so parents end up training parents."

grades 4 through 6 have access to Macintosh computers. Teachers use Claris Works to teach writing skills and students are using HyperStudio and HyperCard to create their own multimedia presentations. Teaching the computing skills to the students has become an exercise in logarithmic peer tutoring. Older elementary students are training younger students, as are some high school students who come to the elementary school to help. Parents also have the opportunity to learn along with their children during special events such as open house.

"We feel it starts in the home, and rather than buy a Nintendo, buy a computer," Armendariz said. "Our kids are from a lower socio-economic strata, so when they leave my school they will have had a lot of technology training. Their self-esteem shoots way up. They are more creative, their critical thinking skills are better, and it gives them responsibility that goes

beyond just sitting at a desk with a pen and pencil. The potential for what we do with all this technology is now gigabyte and beyond!"



"The potential for what we do with all this technology is now gigabyte and beyond!"

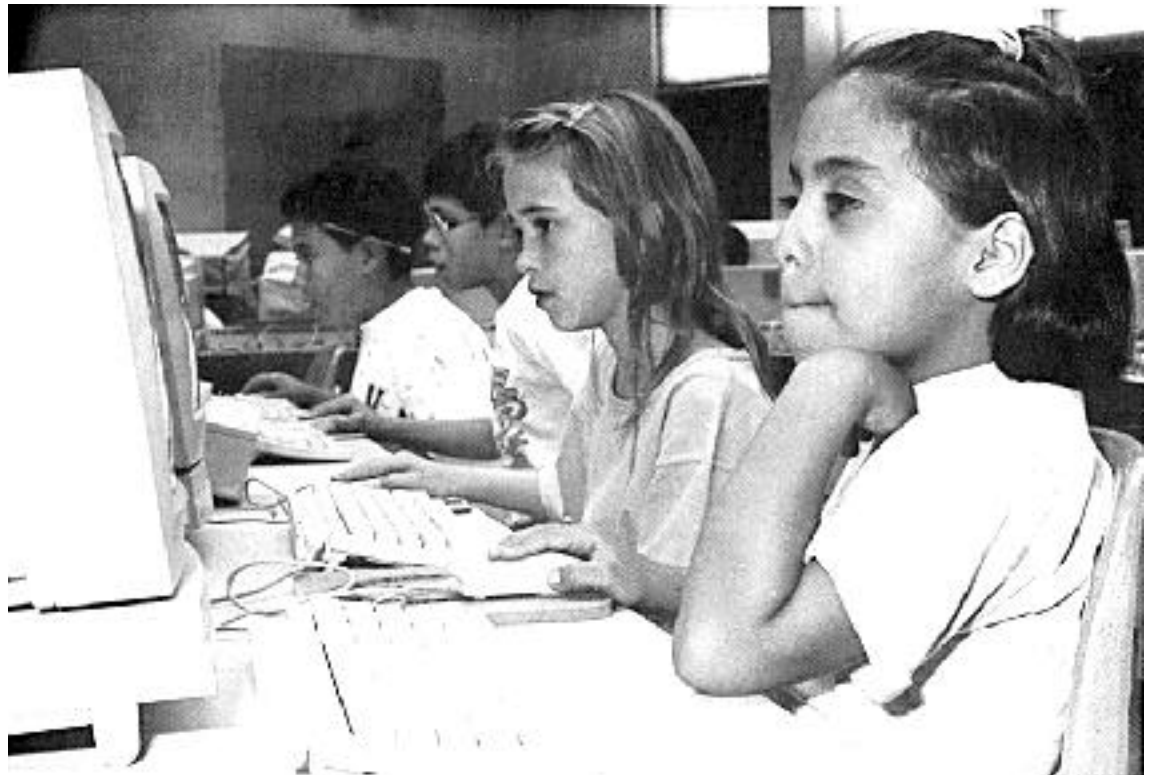


At Desert View Middle School, Ann Geyer directs a live 15 minute television news broadcast of school news each weekday which is produced by her 7th and 8th grade students. Geyer also teaches three 7th grade classes and one 8th grade audiovisual arts class that train students to produce and deliver the live broadcasts. For the 21-year public school veteran and former special education teacher, the career shift has “put a new spark in me because sometimes you’ve been in teaching so long your mind can grow sterile.” “Sometimes” she adds, “you also feel inadequate, and the weekday and weekend hours seem long. But the kids are so excited, and I’m getting my computer knowledge from them.”


Students use Amiga hardware with different software titles, including dPaint for drawings and animation, to produce the daily shows. They’ve learned video production, videography, editing, and how to use a video camera—even while riding the bus to a school volleyball game. Every six weeks, each student is required to do one outside video assignment that may include a variety of things such as a parent-teacher meeting or a school orchestra concert. They learn how to check out and return equipment and become aware of the responsibility that goes along with every assignment.

Students in these classes become “jacks-of-all trades,” learning a little bit about electronics, a little bit about photography, a little bit about computers, a little bit about music, and a little bit about how to write announcements and conduct interviews. It’s also not uncommon for students from other classes — a history

The best elementary school fundraising project in the district's history was led by Principal Pat Joyce and made a first-class functional computer lab available for students like (foreground, L-R) Priscilla Hartley and Jackie Reza.




class doing a project on colonies, for instance — to come in and create a video. They have also used this technology to help prepare students for the TAAS exam. “On Tuesdays and Thursdays, we do a TAAS question,” said Geyer, “and the Channel One students do the graphics. Then we have a contest among classes to solve the question, after which we select the correct answers of one class to show how the problem was solved. Not only is every class watching, but each class benefits from the others.”



Edgemere Elementary Principal Pat Joyce and Speech Therapist Sandra Medina didn't want a traditional computer lab arrangement where the students faced the wall. They wanted a first-class functional lab where everyone in the room faced the teacher for interactive large screen demonstrations. With this vision in mind, when the school got its allotment of district money, the teachers voted to spend \$60,000 on Macintosh computers for their new lab. In six weeks, the teachers and students raised an additional \$19,000 by selling Christmas wrapping and candy to outfit the room with a total of 33 computers and 9 printers, new furniture, storage areas, and cabinets. “We're good at fundraising,” Joyce said, “and it was the largest fundraiser an elementary school in this district has ever had.”


Every student in the school has the opportunity to use the lab, but not all of the teachers are comfortable using it because they are not proficient with the technology. “That's been our major hang-up,” said Joyce. “We can't hire a computer teacher and we can't find a full-time volunteer. We try to offer workshops, but not everyone has been able to fit them into their schedule. Sandra has given workshops after school. One teacher invited

two more volunteers into the lab with her, and now they are all learning together. We've also had student computer teams receive extra training who then help our teachers in the lab. Older students help younger students. Of our 65 teachers, almost all of them have been in here at one time or another. The biggest hang-up is that they think they are going to break the computers.”



So what's next for Superintendent Trujillo and all this technology momentum?

“We are going to let all the parents come in and use our technology to upgrade their skills,” he said. “If we upgrade the community, we'll upgrade education and obviously Texas at the same time. If you simply see a computer as a creator of solutions, then you've just got a classroom tool. I've always said that if you use a computer to replace a textbook, then that's all you've done. But if you use it to its full power and potential, then you've really got something.”

The pioneering efforts of Ysleta ISD have established their presence on the information super highway. 

**TCET Conference
21st Century Teachers
Technology in Teacher Education
held April 14-15, 1994**

Conference Summary

Highlights:

TCET's first sponsored conference was held on April 14-15, 1994 at the Infomart in Dallas, TX. The conference began at 9:00 am on Thursday April 14 and continued through Friday April 15 till 4:00 pm. A few of the highlights follow:

Representation -

- **35 principle presenters from universities, ESC's, ISD's, K-12 schools, CPDT's and corporate entities throughout Texas.**
Representation included - University of North Texas; University of Houston; University of Texas @ Austin; Stephen F. Austin University; East Texas State University CPDT; University of Texas @ Arlington CPDT; University of North Texas CPDT; Fort Worth ISD, Midlothian ISD; McKinney ISD; Killeen ISD; Southwest Texas CPDT; Beaumont ISD; ESC Region 16; Out Lady of the Lake University; ZMS, Inc.; San Marcos CPDT; Bowie Elementary; Texas Christian University; Fiber Optics; Texas A&M International; University of Texas - Pan American; Merkel Middle School; Texas A&M University; and Plano ISD.
- **8 corporate vendor sessions:** Apple Computer; IBM; Capstone; BRBA/Kinney Electronics; Infotech/Dynacom; GTE; Xerox; On-Ramp Technologies.

Sessions:

- **60 scheduled conference sessions.** Strands focused on Professional Development Centers, Technology Infrastructure, Distance Education, Telementoring and Technology Inservice for University Faculty.
- **2 policy panel debates**
“What Do Teachers Need To Know About Technology?”
“Technical Support To Teachers”

Events:

- **REA Meeting**
Rural Electrification Administration's Distance Learning and Medical Link Grant Program meeting site.
- **CPDT Meeting**
Centers for Professional Development and Technology meeting to discuss CPDT/TCET collaborative grant proposal.
- **CPDT Recognition Luncheon**
Recognized the outstanding efforts of the CPDT Technology Coordinators. A “Distinguished Technology Coordinator” award was presented to Randy McDonald, Stephen F. Austin CPDT. Several VIP's were in attendance, including representatives from TEA and U.S. Dept. of Education.
- **Conference Banquet/Host Reception with Keynote Speaker**
Recognized past board members for their contribution to TCET. Dr. Joseph Pelton, Director of the Interdisciplinary Telecommunications Program at the University of Colorado presented “There Are No Off-Ramps On The Information Highways” as the keynote address.

Attendance:

- Over 200 participants

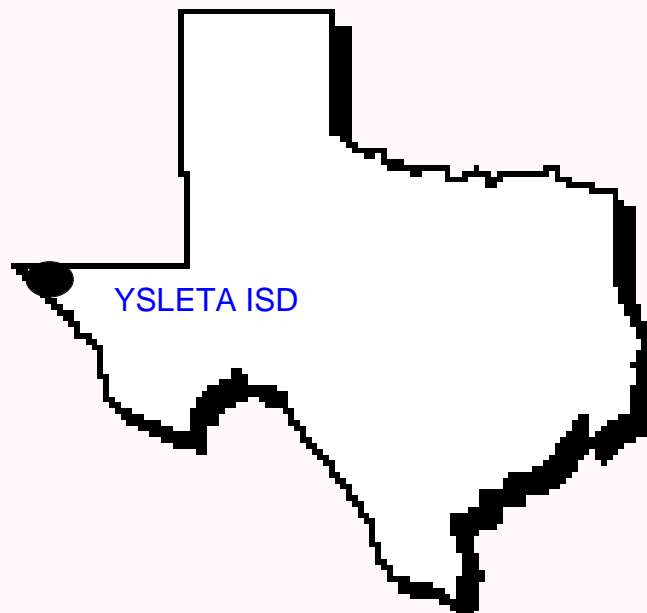
TECHNOLOGY PROFILE OF YSLETA ISD

LOCATION: Far West Texas with a 59.9 square mile radius in the greater El Paso area.

NUMBER OF SCHOOLS & STUDENTS: 54 schools: 30 elementary, 10 middle schools, 2 K-8 schools, 7 high schools, 5 special campuses: a vocational high school, a county wide alternate school, Valdespino, a school of choice, Ysleta Pre-K school, and Ysleta Learning Center; 50,060 students and 3,000 teachers.

TECHNOLOGY SUMMARY: Writing and math centers in every high school, writing centers in every middle school, drop-out recovery centers in every high school, computer labs in some elementary schools, Vale/Write to Read program in 16 elementary schools. Proposed \$7 million initiative for establishment of a fiber optics wide-area network.


TECHNOLOGY COORDINATOR: Diego Morales, Director, Ysleta Educational Science Systems (YESS), (915) 595-5679, Fax (915) 595-5930.



IMAGES of Technology in Texas Schools is published by the ***Texas Center for Educational Technology***, a part of the Academy for Research and Professional Development in the **College of Education** at the **University of North Texas**.

This series of TCET Reports features Texas educators who each possess several common characteristics: a willingness to take risks, a drive to see the potential of all students realized, and a belief in the power of educational technology.

Inside the pages of each report you will see how Texas teachers and administrators are developing new ideas about teaching and learning using technology. You will get a glimpse of how their ideas took form - how they got funding, how they built their technology infrastructure. You will hear from them - their search for results, their hopes of expanding each child's intellectual capital by bringing multimedia global information into each classroom.

You will hear the stories of new Texas pioneers, educators who bravely travel new, uncharted electronic highways, in order to take their students to a new century. 

IMAGES is a Texas Center for Educational Technology (TCET) report. Reference to vendors is made in the interest of disseminating information to TCET members and does not serve as a product endorsement.



Texas Center for Educational Technology

The Texas Center for Educational Technology (TCET) stands as one piece of an impressive infrastructure created by the Texas Education Agency to bring the benefits of technology to Texas public schools. At the heart of TCET's research and development agenda lies its mission: to promote research and development collaboration between industry and education in order that technologies and applications can be integrated into the public school system.

TCET's organizational structure is uniquely collaborative. Public school educators, teacher training institutions, and technology vendors work together, sharing perspectives and creating a dynamic environment aimed at restructuring Texas public schools to meet the challenges of the 21st century.

All school districts in Texas receive a *free* membership in TCET. Corporations, non-profit entities, out-of-state educational organizations, and individuals are invited to join.

TCET Board of Directors

Bill Adkins	Director, Instructional Technology Plano Independent School District, Texas
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