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COMPUTER-USING EDUCATORS, INC.

Personal Learning Networks

and the 21st Century Educator

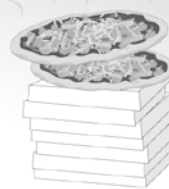
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- The Facebook Fix
- Creating a Learning Network with Twitter
- Professional Learning Communities—Can Our Students Do This Too?
- iTunes U: Professional Development for Tough Times



Summer 2009 | Vol. 31 | No. 2

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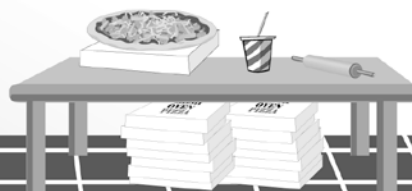
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*CUE promotes and supports the
effective use of technology in the
educational community.*

Editor

Sara Armstrong, Ph.D.
oncue@cue.org

Layout

Kesler Communications
cori@keslercommunications.com

Contributing Writers

Harry Bloom, Barbara Bray, Brian Bridges,
John Cradler, Kelley Day, Tim Landeck, Linda Oaks,
David Thornburg, Chris York

Advertising

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bbridges@clrn.org

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jburt@mac.com

Steven Glycer, *Vice President/Treasurer*
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Dr. Kurt Larsen, *Member*
klarsen@wested.org

Micheline LeBlanc, *Secretary*
mleblanc@acoe.org

Dr. Cameron McCune, *Member*
mccunecameron@mac.com

Barbara Keenoy, *Member at Large*
bkeenoy@erusd.k12.ca.us

Sharon Sutton, *Member*
ssutton@ucla.edu

Debra White *Member at Large*
dclarewhit@mail.telis.org

Mike Lawrence, Executive Director

mlawrence@cue.org
Computer-Using Educators, Inc.
877 Ygnacio Valley Road, Suite 104
Walnut Creek, CA 94596
Phone 925.478.3460 | Fax 925.934.6799 | cueinc@cue.org

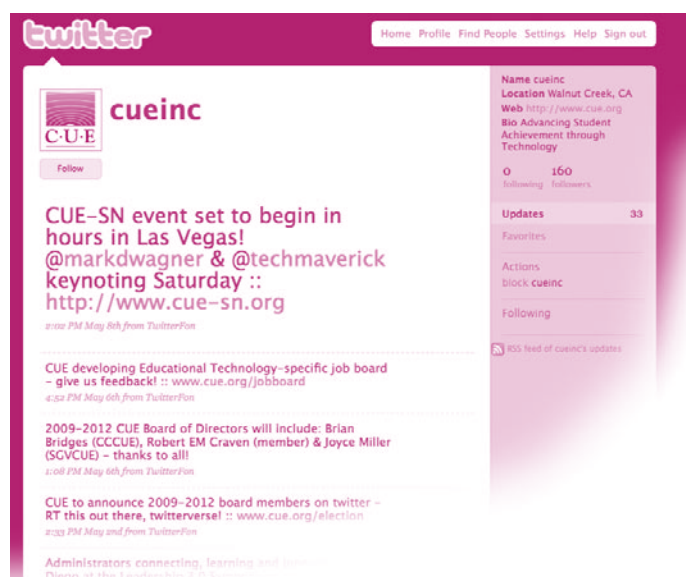


By Mike Lawrence
CUE Executive Director
mlawrence@cue.org

Network-Using Educators

The theme of this issue is Personal Learning Networks and the 21st Century Educator. We've gathered some of the best thinkers within the CUE Community and stretched outside our membership to bring back contributors such as David Warlick. We hope that you find useful their understanding of how technology, and particularly newer social networking tools, can be used to set up a learning environment that is unique to your needs and interests, and serves your busy lifestyle.

To provide the CUE community with additional resources to include in their Personal Learning Networks (PLNs), CUE has embraced Twitter. We've found this to be a unique communication tool allowing us to share up-to-the minute observations, organizational deadlines, updates, and even "Johnny-on-the-spot" tweets from attendees at the CUE Conference itself. To make this last resource possible, several CUE members shared their perspectives on specific curricular areas or job roles, tweeting throughout the Annual Conference. Conference-specific Twitter accounts were set up for: Administrators, Math, Tech Coordinators, Independent Schools, Video in the Classroom, and eLearning. We even announced our election results in twitter first this year! For more info, visit <www.cue.org/twitter> .



www.cue.org/twitter
community.cue.org
www.cue.org/jobboard

We've also updated and added features to another social networking tool—the CUE Community <community.cue.org>. Over 1,400 educators and friends have joined this ning.com site—the slogan of which is: “Connect. Collaborate. Contribute.” Stop by and participate—you can even watch CUEcasts, download handouts from CUE conferences, and explore many other resources!



Lastly—I'm proud to announce a timely addition to CUE's learning network of resources. The CUE Job Board is a listing of educational technology-specific job openings. Through a partnership with EdJoin.org, CUE is able to present these up-to-the-minute opportunities for tech-savvy educators throughout California. But don't worry CUE-SN members—we've got a link for you too! Check it out today at: <www.cue.org/jobboard>

Enjoy this issue—and enjoy building your own personal learning network.



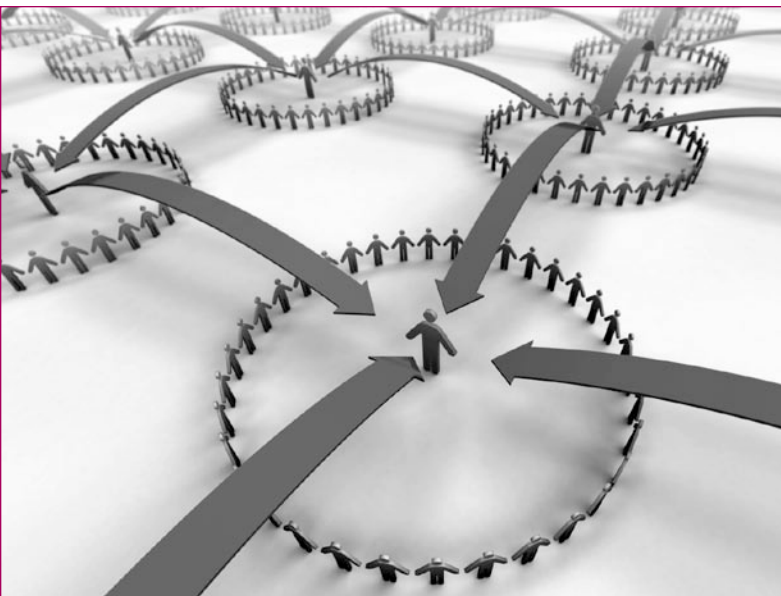
By David D. Thornburg, Ph.D.

DThornburg@aol.com

Personal Learning Networks: Face-to-Face to The 'Net

Now that there are one billion people on the Internet, it is safe to say that the 'Net is being used for an amazingly wide variety of applications, and education is reaping benefits that none could have predicted a few years ago. High on this list is the creation of informal personal learning networks. While I have not studied the topic from the perspective of students, I have surely noted my own behavior, and how this behavior has evolved over the past few years.

First, as a frequent commentator on educational technology, and as someone who is expected to have some insights on emerging trends, I embrace as many data sources as I can. Historically, this included a large subscription bank of print magazines, several books per month, frequent phone calls to colleagues, and trips to conferences where cool stuff was likely to be shown. Over the years, this aspect of learning networks has brought me to the Hannover Fair in Germany, both annual Consumer Electronics Shows, and a host of smaller venues where I was likely to see new gadgets that might (or might not) have some impact on education down the road. On the



bleeding edge domain, my conferences included the *WIRED* Next-Fest, and (rarely) the TED conference. As for my weekly reading, magazines like *Fast Company*, *The Economist*, and a host of technology magazines (*Technology Review* from MIT, for example) helped open my eyes. At any given moment I was swamped by paper and airplane tickets. My learning was amazing, but the cost in time (and money) was staggering as well.

...the most important aspect of personal learning networks [is] other people.

I've noticed that, with the rise of broadband and a variety of online resources, a good fraction of the "atoms" in my learning universe have been replaced by "bits." Beyond the usual suspects of Google and Wikipedia, I make heavy use of the free TED videos (<www.ted.com>), and look at cool stuff at DVICE (<www.dvice.com>), among other sites. More general information sources (including YouTube (<www.youtube.com>)) have their place in my world, as do a significant number of other online resources.

I still rely on some printed material, but have found that life did not end with the termination of some subscriptions. I still read paper books, but admit that the Kindle looks interesting. Maybe next year.

This leaves the most important aspect of personal learning networks—other people. Unlike many of today's youth, I have resisted learning to type with my thumbs, and therefore do not send instant messages. IMHO, this means that my younger colleagues are ROTFL, but color me old-fashioned.

In my role as a university professor (Walden University), I have constant electronic access to my graduate students and, together, we have created a "nutrient broth" that keeps our minds active. In this case, the conversations tend to be focused on the course they are part of, but sometimes the domain of our conversations expands to broader issues around education. These online interactions have good and bad aspects. They are good in that I can see their ideas on my own schedule, no matter where in the world they or I might be. On the downside, I miss sitting down with a class in an informal setting to have us all explore big ideas. When I taught at Stanford University, I used to head to a bookstore/coffee house after class and continue chatting with students there, sometimes well into the evening. I miss the face-to-face interaction with students when constrained to an all-electronic classroom.

My main online tools these days are among the oldest on the Internet—listservs. I belong to several, meaning I receive over 100 emails a day. Most of these can be trashed quickly, but the gems among the stones make the subscriptions worthwhile. And, in the spirit of sharing, I make sure that when I come across interesting stuff, I let others know about it right away. The kinds of lists I subscribe to range from the very specialized (as a developer, I belong to the OLPC developers list, for example) to the more general (I also belong to a statewide listserv for school technologists). Sometimes

Continued on pg 7, bottom



By Harry Bloom, Ed.D.
hbloom@sdcoc.net

Personal Learning Networks: New Ways to Interact and Broaden Our Horizons

Attending conferences such as the CUE Conference in Palm Springs or the CETPA Conference in Sacramento can easily be the highlight of an educator's year. While these events provide chances to meet colleagues and presenters from around the state and across the country, professional development opportunities should not be limited strictly to annual events. Through the use of technologies such as blogs, podcasts, social networking, and streaming video, developing a Personal Learning Network (PLN) has become an easy and enriching way to broaden our horizons on a daily basis. Although similar in concept to professional learning communities that are set up for teachers and administrators to collaborate, utilizing resources to create a Personal Learning Network allows us to set our own learning goals, manage who we learn with and from, and communicate with others while we learn.

A starting point for creating a Personal Learning Network is subscribing to blogs and podcasts. After attending a conference, consider looking for blogs and podcasts of conference presenters. Some great lesson ideas can be found in between conferences from presenters. In addition, consider searching the blogosphere for additional information from an author of a favorite book. As you begin subscribing to blogs and podcasts to start a Personal Learning Network, keep in mind that learning is an interactive process and you will get much more from the network when you participate by commenting on blog posts. "A PLN becomes a student's virtual locker and its contents change based on the student's current course work," says Vicki Davis, author of the 200,000 views a month Cool Cat Teacher blog (<coolcatteacher.blogspot.com>).

Social networking tools such as Twitter (<twitter.com>) and Plurk (<www.plurk.com>) take the interactive nature of Personal Learning Networks a step further. As enjoyable as it is getting ideas and resources from conference presenters, it is often possible to learn just as much from conversations about presentations with other conference attendees. Joining a social network like Twitter opens a door to a whole teacher's lounge of these types of conversations. Instead of being limited to talking about the session that you attended, you can listen and participate in discussions about all of the sessions that your colleagues attended. One of my favorite practices is to post great Internet links and other resources from sessions to my Twitter feed. This becomes my reference list when I return from a conference, and it's a great way to share resources, especially with colleagues who were unable to attend the conference.

Prior to these technology tools, this type of networking only took place at conferences. Now, while preparing for lessons or looking for solutions, through a Personal Learning Network, you still have access to the presenters and teachers you meet at conferences and can ask their advice. It is very empowering to be able to share lesson ideas and other resources with a literally worldwide network. My Personal Learning Network has provided me with blog posts to read and podcasts to absorb on topics ranging from cybersecurity concerns for students to great Web 2.0 tools for the classroom. To get a taste of the information available through this type of networking, visit (<search.twitter.com>) and search for what people are saying about a topic that interests you.

It is very empowering to be able to share lesson ideas and other resources with a literally worldwide network.

In addition to these social network messaging tools, consider joining an established online community. CUE has created a social network that members should utilize as part of their Personal Learning Network. The CUE Community (<community.cue.org>) is a good resource for connecting with educational technology leaders. In fact, more information about Personal Learning Networks from these recent CUE Conference sessions can be found at the CUE Community:

- The Best of iTunesU for K-12
- Just in Time Training for Just in Time Teaching
- Learning Everywhere, All the Time
- The Importance of Social Networking in Education
- Professional Development for the 21st Century
- Getting Teachers to Adopt Technology: What To and Not To Do
- Maximizing Library 2.0: Live and Interactive
- Maybe You Should Drive: Taking Control of Your Own Professional Development
- Moodle as a Professional Development Tool

At the CUE Community, presenters have posted their handouts and you have an opportunity to interact with them as well as with your colleagues who are developing their own Personal Learning Networks.

Streaming video, such as Ustream, has become the part of Personal Learning Networks that allows you to time-shift conferences. Just as DVRs allow people to watch TV shows when it's convenient, streaming

video allows conference presenters (and attendees) to use their webcams to broadcast and archive conference presentations. For those unable to attend the FETC Conference this year, you still had the opportunity, thanks to streaming video, to watch several of the conference sessions on your computer. Another example of time-shifting learning is the K12 Online Conference (<k12onlineconference.org>). For three years, this conference has provided a great (free) professional development opportunity for any educator with an Internet connection.

Probably the most intriguing depiction of Personal Learning Networks is the following provided by David Warlick:

There is nothing new about Personal Learning Networks. They are the people and information sources that help you accomplish your goals, either on the job or in your personal pursuits. They are the teachers who work in your school, your instructional supervisor, your library media specialist, the art teacher at the high school with whom you are friends, the magazines you subscribe to, books you bought home from college, etc.

Today, however, new techniques for organizing digital networked information have enabled us to fashion new kinds of networks that extend far beyond our immediate location and face-to-face connections, and to grow our networks based not on explicit decisions, but through the ideas of other nodes (people and resources), whose ideas intersect with ours.

The best part about creating a Personal Learning Network is that you can access it whenever you want from wherever you happen to be. So, dedicate part of this summer to creating a Personal Learning Network. Not only will you learn something new, but you will develop an additional network of colleagues to help you through the next school year.

Sources used in this article:

- History of personal learning environments. (2009, January 26). In Wikipedia, The Free Encyclopedia. Retrieved 06:46, February 7, 2009, from <en.wikipedia.org/w/index.php?title=History_of_personal_learning_environments&oldid=266541667>.
- Building a Digital Locker: Personal Learning Networks Explained, (2009, January 7). In Edutopia .org. Retrieved January 28, 2009 from <www.edutopia.org/print/5945>.
- The Art & Techniques of Personal Learning Networks: <david-warlick.com/wiki/pmwiki.php/Main/TheArtAndTechniqueOfCultivatingYourPersonalLearningNetwork>.

As an example of utilizing a Personal Learning Network, portions of this article were written in partnership with Burt Lo (Twitter name—trubol), Technology Professional Development Coordinator, CTAP Region 6.



A strong believer in the power and promise of technology as a learning and decision-making tool, Dr. Bloom has served as a superintendent/principal, high school teacher, ASB advisor, athletic director, assistant principal, and Student Information System Director. Since the establishment of CTAP in 1995, he has served as the CTAP Region 9 Project Director responsible for providing educational technology service and support to the 88 school districts, 1,420 schools, more than 1,000,000 K-12 students, and 50,000 teachers, administrators, and support staff in Imperial, Orange, and San Diego counties. In addition, Dr. Bloom is the current CTAP Statewide Chair.

CONTINUED FROM...

Thornburg, continued from page 5

these lists get off topic, or a flame war emerges, but once the fires burn out, the remaining messages include a lot of powerful insights that help me refine and improve my thinking.

This said, I still make it a point to hang out in metaspace with good thinkers whenever I can. This is one of the great benefits in attending conferences like CUE—in one place I can bump into a whole bunch of bright people from whom I can learn a great deal. Sometimes, a conversation may start in the real world and then move to email. Sometimes the process is reversed.

And this brings up an important point: It is unrealistic to think that technology-mediated communication will ever replace interpersonal contact. A few months ago I bumped into my friend Hall Davidson at a conference and he and I snuck off together for a quiet dinner to share great ideas—ideas that would have not come up through our emails to each other.

Technology has a growing role to play in the creation and use of personal learning networks, but we all should remember that communication is a human craft that will always benefit from face-to-face interactions with our colleagues.



David D. Thornburg, Ph.D., Director, Global Operations, Thornburg Center for Professional Development (<www.tcpd.org>, <www.tcpdpodcast.org>,) is also Executive Director, Thornburg Center for Space Exploration (<www.tcse-k12.org>). He has been an active supporter of CUE since its inception, and is a leader in the educational technology field.



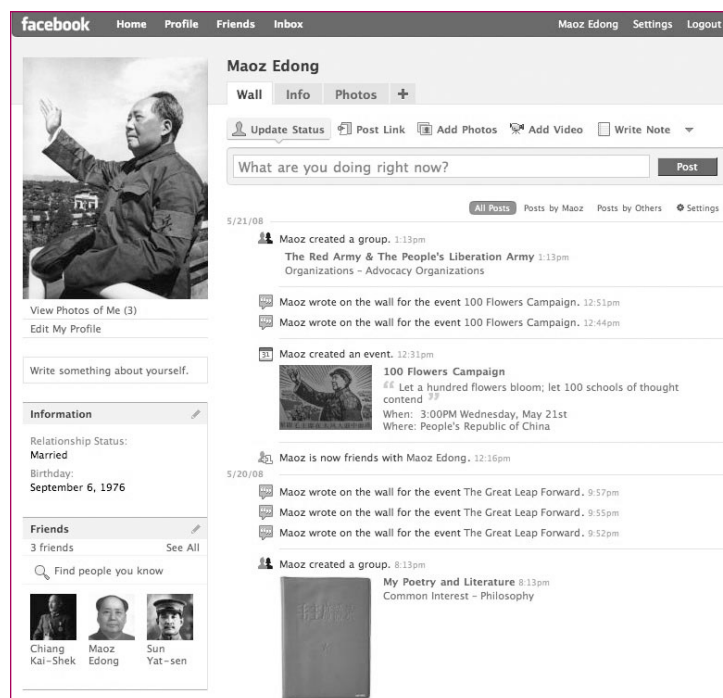
By Matt Levinson

mlevinson@nuevaschool.org

The Facebook Fix

Schools better get on the Facebook bandwagon before it is too late. Students are fast growing disenchanted with the snail's pace of change going on in classrooms regarding teaching with technology. Thankfully, some teachers have grabbed the mantle and are taking steps to meet students where they are in the online world. One talented teacher cooked up an entire 20th Century China project on Facebook. Students adopted the personalities of Sun Yat-sen, Mao Zedong, and Chang Kai-shek, and created and updated Facebook pages and profiles, replete with photos and wall postings. In the words of the teacher: "This project changed the classroom. Students were so motivated and put way more hours into their research than a traditional project might have done." The best part about this project was the organic way it developed in the hands of a teacher who listens to her students. As the class brainstormed the beginning stages of the unit, one of the students simply suggested that the class create Facebook pages for the three leaders and be required to chat, post, and debate online. Instead of balking at this potentially outlandish idea, this teacher jumped at the opportunity. This is exactly the kind of collaborative learning that the 21st Century demands, but it does mean surrendering a bit of curricular control to the students. For many teachers, letting students "run" the show poses a challenge to the traditional "sage on the stage" model, even in the most progressive of teaching environments. The time has come to turn the reins over to the students.

What if there was a school where every teacher was required to run their courses on Facebook? Many schools have pushed teachers to have their own websites, with syllabi, unit samples, and topical web links. But the missing piece with this type of design is the lack of interaction for the user. Facebook forces interaction and active learning. It has speed and multi-tasking wrapped into one page. One teacher with whom I have spoken says just this: "Students multi-task and we need to create classrooms that multi-task." This particular teacher has given her classroom a facelift and she teaches the class essentially online. YouTube, Google images, and iTunes songs plaster her PowerPoint lectures, and she daily posts to a class blog and includes interactive features in her homework assignments. Students love her class and they rarely get sidetracked, as they take notes on their laptops and input data during hands-on labs. This teacher's premise is to make the classroom mirror the online lives of the students so that students will not be distracted from educational goals. She has never had a technology-related discipline issue in her class. Imagine this teacher with a school sanctioned Facebook page—her already innovative approach would increase exponentially.



We live in a "flat" world as Thomas Friedman has argued (see *The World is Flat*, by Thomas L. Friedman). This "flatness" must extend into the field of education. The old hierarchical model of education needs to be dismantled in favor of cross platform teaching and learning. We can't wait and, more importantly, kids can't wait. Now is the time for full-scale reconsideration of instructional delivery with the latest technology tools, like Facebook. As the recently released MacArthur Foundation study on digital youth stated: "[Kids] are often more motivated to learn from peers than from adults....To stay relevant in the 21st century, education institutions need to keep pace with the rapid changes introduced by digital media." [Ito, Mizuko; Horst, Heather; Bittani, Matteo; Boyd, Danah; Herr-Stephenson, Becky; Lange, Patricia G.; and Robinson, Laura. "Living and Learning with New Media: Summary of Findings from the Digital Youth Project." The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning (November 2008)].

Visit www.cue.org/uncue to see the complete article.



A graduate of Columbia University Teachers' College, Matt Levinson is the assistant director and head of the middle school at the Nueva School in Hillsborough, CA.



By Anne Bubnic
abubnic@marin.k12.ca.us

Creating a Personal Learning Network with Twitter

Personal learning networks are composed of clear and specific choices that we make for the context in which we learn. Where do you go for information and sharing of knowledge? Who influences your learning?

Less than a decade ago, learning was bound by time and place. We learned from our colleagues at work, at staff meetings, workshops or conferences, and through articles we read in magazines or online. Today, the world is changing faster and faster. With the advent of Web 2.0, even the most tech-savvy individuals struggle to stay in control of the explosion of content, information, ideas, and hot tips that cross our desks every day.

Two daunting challenges emerge: 1) How do you keep pace with the rapidly changing technologies and essential learning tools? 2) How do you organize all of the content so that it can be useful to you later on or quickly retrieved?

Tools like RSS feeds, wikis, and blogs only made it more apparent to me that others were out there exploring, experimenting, learning, and leaving me further behind. It was only after I started to use two social networking tools—Twitter and Diigo—that I began to feel more in control of my own learning. Although both serve me differently, today, these two tools remain my most favorite personal learning networks. I'm going to focus on Twitter for this article.

Twitter is a form of micro-blogging that allows users to post messages of up to 140 characters at a time. These communications are known as "tweets." For astute users, it becomes more than a way to relay mundane details of our daily lives. It quickly evolves into a way to build virtual networks of global contacts for rich exchanges of ideas, experiences, and a broad range of perspectives.

Basic rule for using Twitter as a personal learning network:

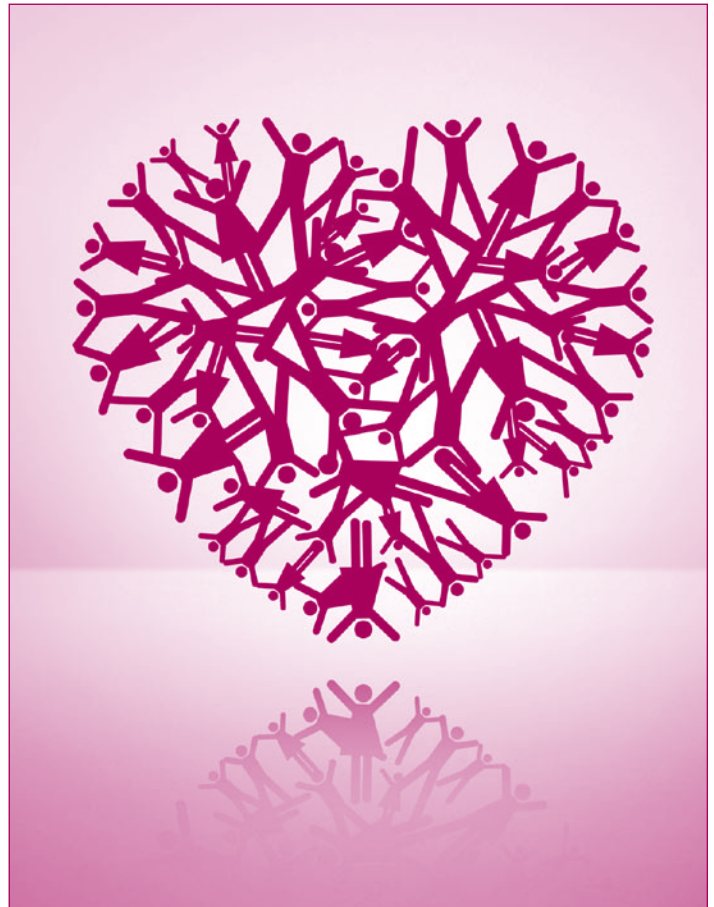
Without a network in place, there is no conversation to follow, no one to learn from and no one with whom to exchange ideas. There is merely an echo in an empty room. It is not enough to simply create an account on Twitter. A personal learning network will be of no value to you unless it includes others from whom you can learn!

To build my personal network, I started with:

- People I knew as speakers at CUE or NECC
- Local colleagues in the field
- Educators whose blogs I followed

Each of these educators had their own networks already in place, and browsing through their lists of followers, I was able to identify

*It is the people connections
and the sharing that makes
learning networks thrive.*



more people that I recognized or wanted to follow. Today, there are search engines like Twitter Search and Tweet Scan that track twitter comments so it's even easier to find people with common interests simply by typing in a key word.

Educators come to Twitter to share information but also to seek input from others.

Don't worry about your number of followers—they will grow as you start to participate in the Twitter community. When people see you posting to others in their networks, they will check your profile and other conversations you have had. There is no need to send a lot of

Continued on pg 13



By Shauna Hawes and Friends
hawses@mdusd.k12.ca.us

Professional Learning Communities— Can Our Students Do This Too?

Bringing people together to solve problems collaboratively is not a new idea. With the advent of communication technology, however, the group of problem-solvers can include voices from other sites, other districts, and even other countries. Our district this year is encouraging the development of Professional Learning Communities (PLCs), and the English department at my school (Valley View Middle School) responded by focusing on a particular question. We exchanged emails with ideas and data as we worked on solutions, and we included communication with our feeder pattern high school English department chair, so that our students' transition between middle and high school would be smoother.

In considering how adults are using technology to improve our communication and to expand our pool of problem-solvers within our PLCs, we as teachers should be teaching the skills of communication and collaboration to our students. I am lucky enough to have a classroom full of sixth grade students who love to communicate and who are just beginning to learn about collaborating. They've worked on several projects so far this year, and consider themselves experts. They were quite happy to share their wisdom and experiences with adults who need to learn the skills! Here are some of their thoughts about their own professional learning communities—collaborative groups both on- and offline.

Paul: Collaboration or teamwork is basically working together. Our school uses ThinkQuest by Oracle to team with other friends on projects, but I also have my own website. Teamwork can be really fun or kind of boring, with or without tech. But if you've ever heard the expression "Two brains are better than one," it's true. We just finished a project to "film a book" chapter by chapter. (The book was *The Lion, the Witch, and the Wardrobe*). My group—Chapter 2—had three members: Brenda, Edlywise, and me, Paul. We had to collaborate to do two pictures and write a summary to narrate the chapter. Teamwork and collaboration [and anything else, really] can be fun if you make it fun. Remember that!

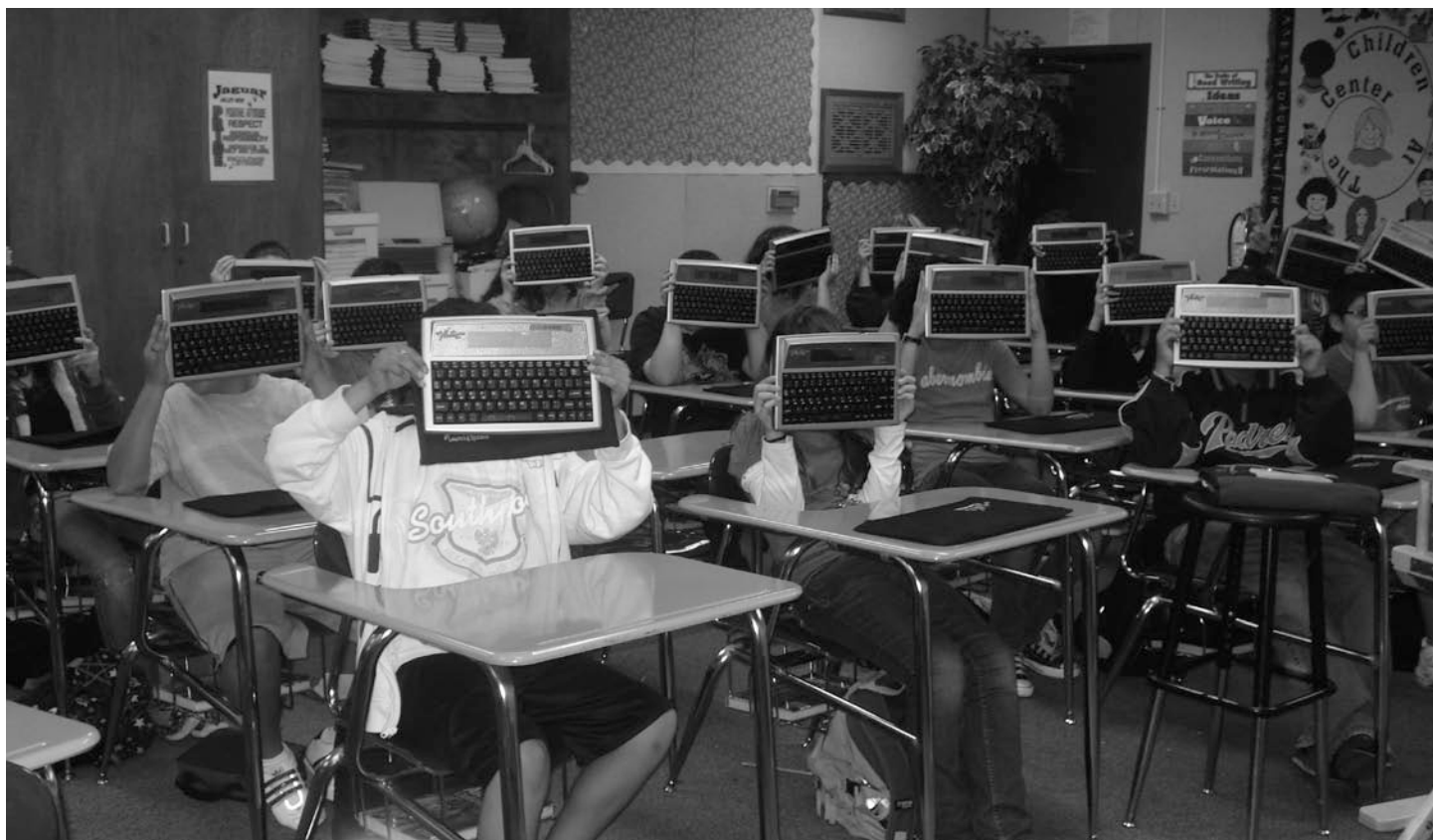
Adrianna: Working with others is actually very challenging. One person may have a certain idea but another may oppose it. When that happens I think it is best if you just work it out and figure out what you want to do. Sometimes fights may occur but, even if you didn't start it, you should just apologize. Even if it is hard working together it will be worth it when everything is worked out. I work with

... we as teachers should be teaching the skills of communication and collaboration to our students.

people quite a bit so I know a lot about what happens. Even though I prefer to work alone it is easier to work with others. I actually do a lot of online interacting with others. I do most of my interacting on Thinkquest.com. I find out about what happens at other schools in other countries. I work pretty well with others but I can sometimes take over a bit.

Noah: Collaboration means to work with people to do a project, plan, etc. It's when you have an idea, then you spread it with your group and they all say, "Ya, sure," and add to it. Then you have a plan. I have an example. I had to do a project on the book *The Lion, the Witch, and the Wardrobe*. We had to draw a picture and write a summary on the chapter our group was assigned to. I liked working in a group for that because I am a horrible drawer and the person who drew the picture was extremely good at it. And we had a really good summary. I personally love collaboration; I had no idea we were collaborating when we were working in groups. You can always do work better with collaboration.





Leeah: I really like working with technology and people at school. Thinkquest, a website kind of like MySpace and Facebook (but protected by the school), is really fun to work on because you get to talk with people from all over the world and make new friends. Also, when you forget to write down the homework, it is an easy way to get in touch with other classmates and find out what is due next. It is a great and fun way to meet new people, and get up to date with things like class projects and reports. Also, you can work together or alone and do all sorts of projects that are fun!

Elias: The best part of [*The Lion, the Witch, and the Wardrobe*] project is that we can give our own grades to the group, including yourself... I gave someone in my group a C because she spent more time talking to her friends and not to her group. She rushed through the summary so me and another group mate helped her to make it better so it would not be totally sucky for the reader to read it out to the class. Well, that's my collaboration. Hope you liked it.

Brittany: Collaboration I think is very important because teamwork is something you have to learn. I think it is a lesson you must know. One time in 2007 I did this Lego robotics [project] with two other girls. We had to work together a lot. We had to pick a team name, how to do the mission, and a lot more. Sometimes we were so mad at each other that no one talked to each other. As time went on we learned to collaborate. In the end it was a lot of fun.... There are a lot of different things that you can do with collaboration and you may think that you haven't done any but you probably have. I think

that collaboration is very important and that it is a skill everyone should know!

Ayriannah: I really thought working in a group was really fun. I think you can learn more cause you're listening to what they know and making it sink it into your mind! I think collaboration teaches you more and lets you communicate with people you might not even knew existed.

Visit www.uncue.org to see more comments by Shauna's students.



Shauna Hawes has taught in the Mt. Diablo Unified School District for 11 years in elementary and middle school, and serves as the Technology Integration Leader (TIL) at her site. She is a ThinkQuest educator, and was recognized by East Bay CUE as their Educator of the Year in 2008, as well as district Teacher of the Year in 2008. She speaks at conferences, and recently returned from Romania, where she helped introduce teachers to ThinkQuest and the powers of online and offline collaboration.



By Douglas C. Elmendorf
delmendorf@bcps.org

Overcoming the Barriers to Effective Ongoing Staff Development Through Online Communities of Practice

Now, more than ever, “[T]he skills and knowledge of teachers and support professionals are the greatest determinant of how well students learn” (Weaver, 2006, p. 34). However, the professional development opportunities that have become staples of the profession, including professional conferences, district-wide staff development sessions, and faculty meetings, are not sufficiently addressing the needs of today’s teachers. The accountability associated with the No Child Left Behind (NCLB) legislation has made it very important that teachers be able to access and interact with very specific and relevant information required for their jobs (Sherer, Shea, & Kristensen, 2003). The following describes how applying the principles of an online community of practice can enhance the effectiveness and relevance of staff development programs.

Online communities of practice offer an attractive alternative to the staff development methods to which we have become so accustomed. An effective community of practice legitimizes and enhances what individuals do in the workplace through a group of people who practice shared beliefs, goals, and strategies over an extended period of time (Barab & Duffy, 2000). Participating in a community is an essential part of the educational process, and therefore an important component in any staff development model.

Time concerns and specific content needs resulting from accountability measures can best be addressed by making staff development an everyday occurrence (Hodkinson & Hodkinson, 2003). The online nature of the professional development enables teachers to access important materials on a daily basis. From almost anywhere, at any time of day, individuals can engage in asynchronous activities including emails, discussion boards, multimedia resources, and pertinent websites. Various web-based learning environments allow participants to connect with colleagues and outside experts in real time. Synchronous environments such as Desire to Learn, and others, allow educators to interact with in-house colleagues or outside experts during a planning period, before/after school, or at a pre-determined evening time. Synchronous encounters can range from a relatively complex session including videos, voice, and PowerPoint to a simple five-minute Instant Message session. The built-in flexibility of online environments provides more opportunities to share concerns, ask questions, request assistance, and receive feedback.

Notable reformers in the world of education see a lot of promise in the idea of professional learning communities for raising student achievement levels. The structure of this model requires team members to work interdependently toward common goals. By their very nature, online communities of practice facilitate an effective culture of collaboration. Bulletin boards, chat rooms, listservs, and other communication tools

support the peer collaboration that is an integral part of school-based learning communities (Charalambos & Michalinos, 2004). Teachers maintain reciprocal roles in which they are expected to reflect on their understanding of individual concepts. While younger teachers can learn a lot when collaborating with more experienced educators, the on-line environment allows them to help more tenured teachers develop computer-based competencies. The technology related insight provided by first and second year teachers allows educators with greater experience to more effectively bolster their efforts to use instructional technology (Hodkinson & Hodkinson, 2005).

While younger teachers can learn a lot when collaborating with more experienced educators, the on-line environment allows them to help more tenured teachers develop computer-based competencies.

When details and logistics are worked out and teachers become more comfortable working in an online community, many of the staff development concerns of the past will dissipate. The flexibility and lack of travel need will address time issues, while the collaborative nature of the environment works to enhance the much-needed dialogue consistent with improving academic achievement in a high accountability era. The use of online communities of practice provides and supports extensive opportunities for professional development, independent of place and time, throughout a school or school district.

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Douglas Elmendorf is an Assistant Principal at Dundalk Elementary School in Baltimore County Public Schools. He is currently pursuing an Ed.D. in Instructional Technology at Towson University. Mr. Elmendorf lives with his wife and four children in Perry Hall, Maryland.

CONTINUED FROM...

Bubnic, continued from pg 9

tweets. A few thoughtful posts will make both friends and strangers expand their networks to include you.

What can you expect once you establish your network? Initially, you'll be able to see the synchronous and asynchronous conversations of others on your list. Rather than idle chatter, I found a community of very busy people experimenting, collaborating, reflecting, and exchanging ideas and best practices. The perspectives are global. It's like having a hallway conversation with some of the best minds in the world!

There is not a day that I have gone onto Twitter where I have not reaped a learning reward. The brilliance of it all is that you don't even have to spend a lot of time on Twitter for the payoff. I am often online as few as five minutes a day, or may merely manage to sneak a peek between activities in my offline world. Since there are archives of comments, users can quickly peruse what they may have missed. And it's never too late to twitter a comment.

My Twitter PLN has provided me with:

- Early exposure to new Web 2.0 tools and ways to apply them to teaching and learning
- Access to Webinars that were about to start in other time zones
- Fully developed content and workshop materials from other educators
- A new way to interact with colleagues around the world

I've also become a contributor of information. Each of us has our own area of expertise. Within a global community, someone is always in search of content in an area that you know well. The more input you provide, the quicker your own network of followers grows. It is the people connections and the sharing that makes learning networks thrive.



Often people come onto Twitter to pose questions of others when immediate answers are needed. The Presidential Inauguration Day was a good example. Educators across the country were scrambling to provide their students with coverage of Obama's inauguration speech. But technology did not always cooperate. So there were many teachers logging onto Twitter with a shout-out for help. Where could they go to view the video of his speech? Where might they download the text version? Within minutes, their personal learning networks were able to scour online resources and relay the information back to them. Faster than email or instant messaging, the Twitter community always delivers!



Anne Bubnic is a K-12 educator who has been working for CTAP Region IV as a county specialist for the past seven years. Prior to that, she held both county and school site positions in educational technology in Marin. As classroom coach and project director for five years, Anne was instrumental in bringing two mobile lab programs to thousands of teachers and students in Marin County. She has been involved in the development of the CTAP IV Cybersafety Project, the CTAP Middle School Math Project, and is a member of the CTAP data team. Prior to her work in education, Anne was contributing editor for a nationally syndicated radio show, On Computers, and a nationally acclaimed expert on children's software and family computing issues.

Award Winners

The CUE Award Program honors outstanding educators and supporters in education through a variety of awards. The 2009 award winners are:

Platinum Disk



Barbara Bray, with Mike Lawrence

For more information about the CUE Awards program, visit www.cue.org/awards/.



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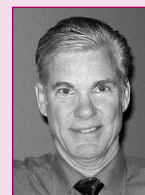
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Call For Participation

2010 CUE Conference

March 4–6, 2010 | Palm Springs, CA

WELCOME

CUE is looking for members and friends to share their learning, teaching, and technology experiences with their fellow members. Presenters who can address the uses and integration of technology in all disciplines and at all educational levels are encouraged to apply for a presentation. We are looking for sessions to meet the needs of beginning, intermediate, and advanced technology users.

GUIDELINES FOR SUBMITTING

Concurrent Sessions

Concurrent sessions are one-hour lecture style presentations that address all areas of the curriculum and appeal to a variety of teachers. Sessions may be given by a single speaker, team, or panel who can address the needs of the novice user of educational technology as well as the more experienced professional.

Commercial sessions are those either submitted by a commercial vendor or a CUE Member to highlight a specific application or technological tool to the exclusion of similar tools. Commercial sessions are limited and are only available to those vendors who have purchased exhibit space prior to the proposal deadline.

Non-commercial sessions are those submitted by an educator or CUE Member to highlight how a specific academic content has been enhanced through the use of technology.

CUE Tips

These quick, 20-minute presentations focus on emerging and existing innovations to enhance learning, productivity, or understanding. They should be noncommercial, brief, and focus on one or two tips, techniques, or resources. They will be recorded for the CUE podcast feed. Selection as a CUE Tips presenter does not include a complimentary Conference registration.

Hands-On Workshops

Hands-on workshops are three-hour presentations for 30 participants in either a Mac lab or Windows lab. Each registrant will have a computer. Topics on specific software applications should also be curriculum-related. Please specify all equipment and software applications required for the workshop. Non commercial submissions only. Additional registration fee applied for attendees.

SESSION SELECTION CRITERIA

Completed Application

Commercial and non-commercial session proposals will not be reviewed without a one-page abstract (for selection process), a brief description (for conference program), and a completed application.

Abstract Rating for Commercial and Non-Commercial Sessions

All abstracts will be rated on the following categories:

- **Content.** Is the abstract convincing that this is a solid presentation? Does the presentation stand out? Is the topic thoroughly covered in the given time?
- **Appropriateness.** Is the topic current, appropriate to CUE and of interest to our members?
- **Educational Soundness.** Is the presentation educationally sound? Is it more than just a product advertisement?
- **Expertise.** Does the abstract convince the reader that the speaker knows the topic?

CUE Member Preference

CUE Conferences are member-to-member events. Members will be given preference as speakers.

Topic

CUE's presentations address all areas of the curriculum. To meet our attendees' needs, we attempt to cover all conference topics.

Equipment Requirements

CUE attempts to provide all the equipment required for its presentations, but we may not be able to honor all requests. Please use the equipment suggestions listed on the proposal submission form as a guideline.

COMPENSATION

A concurrent session presenter receives complimentary registration. You are welcome to invite a co-presenter to assist you in your session. Your co-presenter must, however, register for the conference as a regular attendee. Professional development seminar and hands-on workshop presenters receive complimentary registration, and a stipend. Please contact the CUE office for more details.

DEADLINES

Workshops: June 8, 2009

Concurrent Sessions: Sept. 11, 2009

NOTIFICATION

Applicants will be notified in writing on November 16, 2009. Please contact CUE for further information.

HANDOUTS

Handouts for selected sessions will need to be posted online by the presenter at the CUE community – <http://community.cue.org/>

SUBMISSION PROCESS

Submit proposals online at www.cue.org/conference/present/. We will begin accepting 2010 CUE proposals online April 1, 2009. Contact CUE at (925) 478-3460 or cueinc@cue.org.

By Jerome Burg
jburg@mac.com



iTunesU:

Professional Development Tips for Tough Times!

The global financial crisis is causing school districts nationwide to hold “gloom and doom” meetings where budgetary triage is the order of the day. The predictable response, though often shortsighted, is “cut staff, cut extras, and cut anything not perceived as standardized score raising.” This almost always includes staff development.

We are living in times when pedagogies and practices obsolete quickly. In light of those 21st Century skills we’ve all been talking about, cutting professional development where modern educators can revisit and retool their pedagogies, paradigms, and assumptions about what the 21st Century education system ought to look like, seems suicidal.

But, in spite of the undeniable financial crunch, there is hope, if we heed our own clichés and “shift our paradigms” in at least two areas. We must stop assuming that quality professional development is expensive and that educators are so busy that we don’t have time for professional development anyway.

Free Professional Development Resources

In addition to Personal Learning Networks (PLNs), another resource for free, high-quality, 24/7 professional development resources is a specialized area of Apple’s iTunes store called iTunesU.

Like PLNs, iTunesU resources have no costs for conference registration, travel, lodging, or substitutes, and no insistence that we are available at specific times and dates when conferences are scheduled.

iTunesU makes available a wide range of free resources from leading universities and colleges such as Boston University, Oxford University, Stanford, UC Berkeley, and more than 150 others. Imagine having absolutely free 24/7 access to both audio and video talks, lectures, and even entire courses offered by many of the world’s leading schools!

Recently, iTunesU expanded “beyond campus” to include providers such as Edutopia, the Metropolitan Museum of Art, Public Radio International, and the National Science Digital Library among others—all of whom are dedicating their own resources to providing free 24/7 education-specific materials through iTunesU.

Like many teachers, I usually spend most of my lunch time “working.” I realized that much of that work could be accomplished while listening to my iPod.

In addition to a wealth of information categorized by content area, those interested specifically in professional growth can search a special category called “Teaching & Education” which is sub-divided into Curriculum and Teaching, Educational Leadership, and Learning Resources.

The simple truth is the problem no longer is, “Where do we get funds for high-quality professional development?” but rather “Where do we start taking advantage of all the free, high-quality, 24/7, ongoing professional development resources that are now available?”

Here are just a few recommendations to get you started.

Stanford University: Teaching and Learning

(both the audio and video)

(video) The Teaching Confessional: Things I Do but Shouldn’t Do; Things I Do and Should Do; Things I Don’t Do and Shouldn’t Do; Things I Don’t Do but Should Do

University of South Florida: College of Education

Lit2Go, Tech-Ease: Classroom Tech Help, Technology in K-12 Lesson Plans, and Professional Development Resources

Seattle Pacific University

Take entire courses including Teaching with Technology, Survey of Instructional Strategies, and Curriculum Design

American University, Center for Teaching Excellence

Noontime Conversations, Teaching with Technology Workshops

Teachers’ Domain: WGBH

Access free videos and Teacher Resources divided into the following curricular categories; Grades K-5, Grades 6-8, and Grades 9-12, as well as by curricular area

Edutopia: George Lucas Educational Foundation

Check out podcasts for Integrated Studies, Technology Integration, Project Learning, Teacher Development, and Assessment

Continued on pg 23

By Barbara Bray

barbara@my-ecoach.com



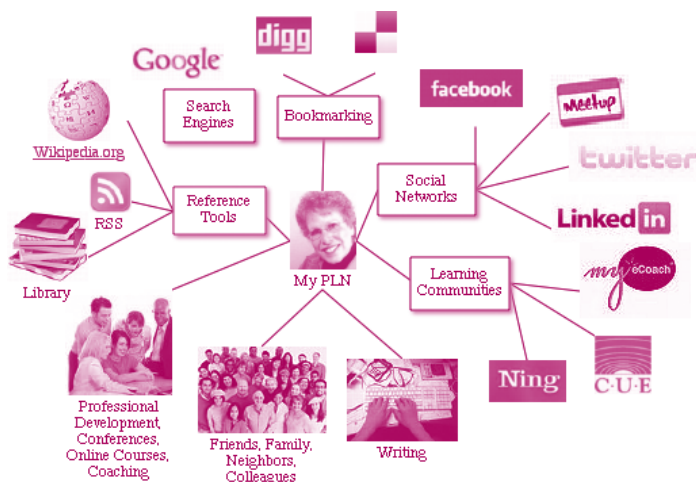
Does Your PLN Help Your PLC Become a CoP?

Learning can happen anywhere at anytime from anyone and anything. Your connections and any information you use are learning experiences that can help you grow personally and professionally.

Personal Learning Network (PLN)

There is nothing new about PLNs. They are the people and information sources that help you meet your learning goals. Building your PLN means that you not only seek to learn from others but you also help others in the network learn. Anyone can make a contribution. Your PLN can be your most powerful learning tool no matter what the subject. My PLN used to be the people I met face-to-face: the people I worked with, classes I took or taught, friends and family, and organizations I joined. Information was what I Googled on the Internet, or found in books, textbooks, and periodicals at the library. Remember how long it used to take to find what you were looking for?

Now my PLN connects me to others and to information in ways I never thought possible a few years ago. I still use Google to search for information, but now I can find trends, maps, and even literature reviews. Social networks connect me to friends, work contacts, and friends of friends. I can see what they are doing in Twitter, get current information on their conversations, and links to new resources. Facebook not only updates the status of each of my connections, it also allows me to join groups set up by friends and learn from wall posts. Here's a diagram of some of my PLN:



Use a mindmapping program such as Inspiration to diagram your own PLN.

So how can your PLN help you build your Professional Learning Community (PLC)?

Your PLN can help you meet your personal and/or professional learning goals. As an educator, it is in your PLC that you focus on student learning. Through your PLC, you can concentrate on a specific problem area of the students in your school. Richard DuFour shares three critical questions that drive the work of the PLC:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

We know teachers can make a huge difference to the children in their classrooms. However, a school may find many of the children in the entire school are falling through the cracks. The teachers in the school working together as a PLC, can collaborate to improve or restructure how they reach at-risk students. They can analyze student data, reviewing patterns and trends. Teachers can use their PLN to research background information about specific issues brought to light from the data analysis, to ask questions of others in similar situations, to connect with other classrooms for global collaborations, and to share the findings from (and with) their PLC.

The PLC becomes a Community of Practice (CoP)

In your CoP, you take what you learned in the PLC and transfer it into practice, so that you and your colleagues can work together to do action research and/or lesson study. Each teacher can ask "What does it take for me to change my practice to include this new learning?" This is deep, thoughtful work involving modeling of new methodologies, observations from another teacher or coach, and reflections on the results and process by asking what worked and what didn't work.

Your PLN connects you to other professionals and to the information that will help you with your work in your PLC and CoP. Not only will the PLN help you, you can use your PLN to share best practices, blog reflections, and post examples of student work.

Barbara Bray writes a regular column on professional development for OnCUE, moderates the PDQs (Professional Development Quick Tips), and is President/Owner of My eCoach (<my-ecoach.com>).



By Brad C. Phillips, Ph.D.
bphillips@calpass.org



Making a Difference in Practice:

Improving Student Transition from K-12 to Post Secondary Education Using Transitional Data

“On IT with CETPA” is a regular column that provides voice to K-12 IT Professionals throughout California and is a direct result of the partnership between CUE and CETPA (California Educational Technology Professionals Association). In exchange, CUE leaders write the “CUE View,” a column that appears in *DataBus*, CETPA’s quarterly journal.

A According to the Stanford Bridge project, “...the coursework between high school and college is not connected; students graduate from high school under one set of standards and, three months later, are required to meet a whole new set of standards in college.” This lack of alignment leads to student dropout, poor retention rates, and a lack of student success, especially as students transition from one institution to another. The results of this problem in California can be seen every fall when large numbers of high school graduates matriculate to our community colleges and universities and require remedial coursework in Basic Skills areas such as English and mathematics.

Why has our focus on proficiency testing not resulted in reduced remediation and increased success at transition? The current focus on NCLB provides little incentive for states to increase efforts in student preparation to succeed in the next grade level or the next segment. To illustrate, NCLB testing is often at the end of the school year. If a student has identified deficiencies, they do not even come to light until early in the following academic year, leaving the student even more under-prepared to succeed in the next level or segment.

Anecdotally, when teachers are queried about their greatest concerns about student preparation, they talk about their own need as educators to gain an understanding of the skills, knowledge, and abilities their students need to succeed at the next level. While their need for this information is paramount to improving student success, almost all school structures are designed around a silo approach, where instructors in different grade levels or segments have little interaction around pedagogy with their colleagues who teach in other grade levels or segments. According to Mike Kirst, a leading researcher in high school to post-secondary transition issues, these silos may make it easy for funding and governing the segments, but it makes it difficult to insure that students will be prepared for the transition from one segment to the next. Nowhere is this disjuncture more apparent than the transition from high school to college/university work. It

...when teachers are queried about their greatest concerns about student preparation, they talk about their own need as educators to gain an understanding of the skills, knowledge, and abilities their students need to succeed...

is no wonder that a first-time entering college student is most “at risk.” Many of these students are directed to enroll in remedial coursework, with the common complaint being that the high schools did not do their job.

The work of the California Partnership for Student Success (Cal-PASS) comes

to a different conclusion. The real issue, according to those in the trenches of this work, is that there is a misalignment of expectations of what high school students are to be able to know and do, and the entrance expectations of what colleges expect students to be able to know and do.

Cal-PASS has connected over 4,000 schools, colleges, and universities in a large scale, anonymous tracking system that meets or exceeds all FERPA privacy requirements. Cohorts of students are tracked from one segment to the next, then teachers are brought together by discipline, e.g., English, math, etc., from all the segments to examine this cohort data and when a problem is identified, these teachers work to better understand why, for example, remediation is so high. Their work includes reviewing the state standards, their tests, assignments, and other materials. What is often found is that standards between the segments are misaligned. Once that disconnect is identified, Cal-PASS helps fund innovation to align curricula and improve student transition. These innovations are then evaluated to determine their effectiveness; e.g., whether the change in practice improved student outcomes.

To date, the Cal-PASS database contains over 200 million records and continues to grow. While far from complete, the data are a critical component in helping schools, colleges, and universities identify a problem and work toward resolving student transition issues. There are 55 of these Professional Learning Councils (PLCs) representing the different segments working across the state on this issue. This means that over 1,000 faculty from schools, colleges, and universities are meeting monthly to correct the disconnect and improve student transition and success.

There are a number of examples where linked, inter-segmental transition data have made a difference. One place where the state is taking advantage of this system is in the use of these data to help to meet federal mandates. Cal-PASS was named in the California career technical educational plan as the reporting partner to track students to meet federal Perkins IV requirements. Using Cal-PASS for this purpose saves the state resources in not having to invent another system to track student pathways in career/technical education. This and other uses of the Cal-PASS system can be found at <www.calpass.org>. Cal-PASS is an example of how the right information, used by practitioners, does make a difference.



Dr. Brad C. Phillips is the founder and Executive Director of the California Partnership for Achieving Student Success (Cal-PASS)—a statewide initiative to gather, track, and review student outcomes from K-16 institutions. Cal-PASS is funded by the state and now serves over 6,000 schools, colleges, and universities in California. He has co-authored articles on data sharing that have been published in Community College Journal, Journal of Applied Research in the Community Colleges, and the RpGroup IJournal. He is also the 2006 winner of the Mertes Award for Excellence in Community College Research, and serves as a Data Facilitator for the Lumina-funded Achieving the Dream Initiative.

FEATURE



By David Warlick

David.warlick@gmail.com

A Learning Network Story

One of the defining qualities of Personal Learning Networks (PLNs) also tends to make them nearly impossible to define. They are personal. This personalization aspect of PLNs is not unique, especially when considering how power users make use of their technologies of choice. Our best tech solutions are often built or invented by us, specifically to solve unique problems that rise out of unique situations. One of the best examples of this is spreadsheets. These digital sandboxes are designed to be personalized, enabling us to customize them in terms of both layout and function.

In very much the same way, PLNs are grown and cultivated by people who need ready and valuable sources for learning, within the context of personal needs. Some people consider their RSS reader to be the heart of their personal learning network. Others look to one or more social networks, such as LinkedIn, Facebook, or a growing variety of Ning sites. Still others swear by their Twitter client, constantly receiving word of new resources, solutions, and opportunities. Regardless of the central tool, each PLN is different, because it is formed out of need, opportunity, and an ever-evolving conversation that threads out into a greater network.

The other day, while conducting a workshop with some extraordinarily tech-savvy educators in Vermont, I heard a story about PLN customization that quite frankly blew my mind. It came from a school librarian, Kathy Gallagher, whose daughter, a high school senior, is shopping for colleges. The shopper had come to rely fairly heavily on the Facebook groups that were associated with the various schools of interest, where she sought out information and insights about student life. She learned a great deal through these exchanges for all of the colleges except one—one small liberal arts school had no established group for its students.

So, the young high school student set one up herself. Within three days, that group had nearly 300 members, mostly students and alums of the school. She created a community of people around a central area of interest, and as a result, got a concentrated source for answers to her questions.

In this rapidly changing information environment, perhaps one of the most important skills we can develop and promote in our learners is resourcefulness.



David Warlick has been a featured speaker at CUE and many other conferences, is a prodigious blogger, internationally known speaker, author, and workshop leader.

OnCUE Advertising

OnCUE is published four times a year. It is mailed to our current membership, which includes technology-using educators throughout California, the U.S. and the world.

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Tim Landeck
tim_landeck@pvusd.net

A Primer: Technology Leader's Professional Learning Community 2.0

It wasn't very long ago that the technology leader first began to use online resources as the makeup of his/her professional learning community. FTP sites, BBS', Archie, and Veronica were all online resources where technology-oriented people could virtually meet, collaborate, share ideas, and learn from each other. As a fifth grade teacher, I daily participated in a BBS (Bulletin Board Service) with my 1200 baud modem (slow!) and telephone line to collaborate with other educators on a variety of topics. Seeing the potential of this online community, I began my own BBS to support the education of students and staff on protecting the local Steelhead fish population. These resources, combined with email and (soon) websites, helped to broaden my professional learning community well beyond anything possible only a few years prior.

Professional Learning Communities 2.0 has made it possible for the technology leader (and others) to network and collaborate with an even broader spectrum of individuals, thereby opening up new forms of communication and alternative avenues for collaboration and learning. At this last CUE Conference in Palm Springs, Twitter (<twitter.com>) was the tool of choice for many to broaden the learning network and enable people to read a different perspective of an event, or to hear about happenings at a session that they were not able to attend. There were both solo accounts of activities and presentations, along with discussion and collaboration about topics that formed from intriguing sessions.

Prior and even during the CUE conference, people were active on the CUE Community (<community.cue.org>) social networking site powered by Ning (www.ning.com). Ning is a social networking site like Facebook (<www.facebook.com>) and Myspace (<www.myspace.com>) where people interconnect with others, share resources, and interact about topics of interest. If these types of social networks are not quite "real" enough for you, then perhaps a virtual world such as Second Life (<secondlife.com>) would meet your community needs. There are universities and other organizations that house their own virtual communities on Second Life (CUE's Second Life presence—CUEiverse: <tinyurl.com/4o98rk>), and there is plenty of learning that takes place in this virtual world. Note that many school districts block social networking sites for both educational and security reasons, so access to these sites may need to be found from a different network connection than your school site.

Skype (<www.skype.com>) is a tool that can be used to collaborate orally (and visually) with individuals or small groups of people over an IP network. Similar to using a telephone on your computer, Skype offers a good audio connection over the Internet to someone else's com-

puter (or telephone, in some cases) and also offers the option to include video. iChat (<www.apple.com/macoss/features/ichat.html>), a free and excellent tool for the Macintosh user, offers resources similar to Skype, but is limited to computer-to-computer communication. Of course, the use of text messaging to/from cellular phones helps with one-to-one communication but lacks group collaboration capabilities.

If all of the above tools require you to be too available "in the moment" for synchronous communication, you can still expand your professional learning community with resources that don't require you to be collaborating in real time. Websites have evolved that offer collaboration among like-minded individuals, such as TICAL, the Technology Information Center for Administrative Leadership (<www.portical.org>). TICAL is one of the SETS projects (Statewide Educational Technology Services). Another great SETS website for collaboration and information is TechSets (<www.techsets.org>), for people who support technology in schools—the geeks. A great way to categorize and combine website resources is with tools such as iGoogle (<www.google.com/ig>) personal web pages, del.icio.us social bookmarking (<www.delicious.com>), and Digg (<www.digg.com>) editor-free website listing.

In addition to these sites, other asynchronous professional learning community resources include blogs, wikis, and RSS

feeds. Utilizing tools that both search and aggregate these resources will help you to stay in the loop yet avoid information overload. Technorati (<www.technorati.com>) is a great search tool for blogs that will help you to sort through the resources and highlight the pieces of information that pertain to your interests. The Google Reader (<www.google.com/reader>) is a great tool to aggregate your RSS feeds, news, and blogs into one location. And if wikis are your preferred method for collaboration and information gathering, don't overlook Wikipedia (<www.wikipedia.org>) as an excellent example of a professional learning community. Of course, Wikipedia is not the end all of all wikis, so utilizing a wiki search tool such as <wiki.com> will assist in locating and monitoring those wiki gems.

Skim through a variety of resources and focus on the items that truly pertain to you and your professional growth goals. In this age of information overload, nobody can read all posts and participate in every community. However, be sure to investigate and try out these tools to help identify the resources that will improve your professional learning community, because we should never stop learning!



Tim Landeck is Director of Technology Services of the Pajaro Valley Unified School District in Watsonville, Calif., a national conference presenter, and a consultant with various school districts nationwide.



By Linda Oaks
lindaoaks@mac.com

Photo to Movie: Taking Control of Your “Moving” Pictures



Anyone who watches the History Channel as much as I do has to admire Ken Burns. His technique for making archival photos come alive so influenced documentary makers that it is rare to see still photographs today that aren't presented with this technique. When Apple included the “Ken Burns Effect” in iMovie, it seemed we all had the opportunity to make documentaries of our everyday events. But I just couldn't make it happen.

Turns out, I needed to control all that panning, zooming, and moving around, and iMovie made it difficult to produce on the screen exactly what I was seeing in my head. Hooray for “Photo to Movie!” Here's a movie-making application for both Windows and Mac that allows the user to

control everything as much as you want. And if you'd rather not get so involved, there are easy defaults too!

Key Frames are the Secret

What gives you the control are “key frames.” They show up as transparent rectangles on your photos. You can move and resize them to control exactly where your movement begins and ends, and what it does in between. You can add more key frames if needed so you can focus attention exactly on what you want your viewers to see. Inspector boxes allow you to control the speed of movement between one key frame and the next, and allow you to pause on a key frame before moving on. The key frames can be rotated to add an extra bit of



drama and a movement path shows up that you can tweak to change how Photo to Movie gets from one frame to the next.

Adding Music and Voices

Photo to Movie has a media button to access your music files, or you can simply drag and drop. The timeline at the bottom of your screen allows you to split audio, cut it, or fade in and out. The easy part is that you can simply drag the pink music bar to put the music exactly where you want it. You can add as many audio tracks as you need, including voice recordings. There's also a slider bar that allows you to expand the view of the timeline to get some very fine timings, if necessary. If you find that the audio is longer or shorter than the timings you gave to the photos, you can easily select all the photos and drag them out to fit the audio (there is also a “Fit to Audio” menu command). Your photo settings will adapt proportionately.

Inserting Titles

There are four title effects for adding words to your movie. You can also add blank screens to mimic credit pages. The easiest part of working with text is that it also shows up on the timeline, where it can be dragged and dropped to different places, plus dragged to extend or shrink duration. You can add additional title tracks also, so words can move independently, overlapping if necessary.

Getting from Here to There

Transitions are added to photos automatically when you drop in your photos, but you can change them individually or all at once by clicking on the small triangles in the timeline. You can then set the transition and the duration.

Yikes! I Don't Want to Get that Involved!

If all this detail and control makes you crazy and you just want to get the job done, Photo to Movie can help you there, too. You can add an entire folder of photos (or album in iPhoto) by dragging it to the timeline. Default movement and transitions will be added. You can change these defaults each time by using “Motion Templates.” Then just add your audio, drag out the photos to match the audio and you're set.



Time for Exporting

Once you have completed your movie, it's time to have Photo to Movie export it to the format that's going to work for you. When you click the "Make Movie," a dialog box will give you exporting options. This shot shows the options on a Mac. You'll see that you can export directly to iDVD or you can send it to iMovie if you wish to add options available there. On the Windows side, you see options for Windows Media Player. The FAQ page on the Photo to Movie website has great information about video formats and what all those letters stand for. The site also features sample movies and video tutorials.

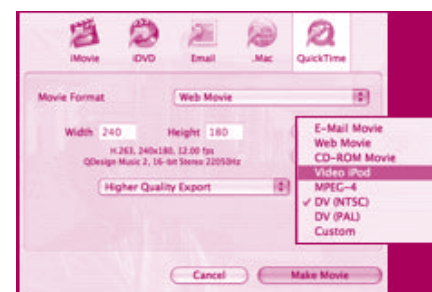
If a picture is worth a thousand words, then today's students can benefit from being able to focus pictures to fit their narration or point of view. Photo to Movie gives them the opportunity to fine tune what is shown on the screen and take control of their digital storytelling.



Linda Oaks is a Technology Integration Specialist. She is a CUE Gold Disk recipient and a frequent speaker at CUE events.

Photo to Movie (\$49.95) can be downloaded from LQ Graphics at <www.lqgraphics.com>. The Windows version runs on Windows Vista, 2000, or Windows XP. The Mac version requires OS 10.3 or later. A trial download is available for both formats. Mac users can also download additional transitions (\$19.95).

(Screen shots used with permission of LQ Graphics.)



CONTINUED FROM...

Burg, continued from pg 16

Subscriptions

Once you find podcasts you like, you can download individual "episodes" or simply "subscribe" to them without cost or commitment, and whenever you open iTunes on your computer, new episodes will automatically be downloaded for you. And those podcasts can be automatically transferred to an iPod for "portability." It's like a portable TiVo! You get what you want, have access when you want it, with no cost and no strings attached, all delivered to your computer!

Finding the Time...

All you need to do is find the time to view or listen to them. And, this is where the second paradigm shift comes into play.

Several years ago I discovered a cure for my distaste for yard work. I'd download a book from iTunes, load up my iPod, and listen to it as a distraction while doing yard work. Surprisingly, I found myself "reading" entire books while getting much "deferred maintenance" done!

The "aha!" was the realization that with my iPod, tasks that previously competed for my time now could share the same time. I soon found myself listening to books and podcasts while vacuuming, washing windows, painting bedrooms, cleaning the garage, and even while relaxing in the hot tub!

I began looking for other blocks of time that I could "dual-purpose." It was easy to convert over an hour a week of my weekly three-hour commute time to professional growth with the purchase of a device that allowed me to plug my iPod into my car's audio system. After all, I simply swapped the amount of time I had been spending listening to commercials for time better spent improving my professional skills.

I even began treating it like another section of the newspaper, spending another 15 minutes "reading" the "I-can-be-part-of-the-change-in-education section" while munching my morning Cheerios.

Like many teachers, I usually spent most of my lunch time "working." I realized that much of that work could be accomplished while listening to my iPod. I decided to collect podcasts that ran 10-15 minutes and set a goal of listening to two a week during lunch or while running off handouts. It soon became a daily habit that I looked forward to.

Quite simply, the iPod makes it possible to "do professional development" anytime, anywhere, and most importantly in these busy times, simultaneously with other tasks.

Consider this...

For half the cost of a computer, every school could purchase six 4 GB iPods and create "portable professional lending libraries." Surely everyone on the staff has lawn work to do or garages to clean!

By shifting our professional development paradigms away from the "PD-is-too-expensive" mode to the "there-are-new-effective-and-free-ways-to-maintain-professional-currency" mode, there is significant hope that 21st Century educators can easily maintain professional currency in these financially challenging, yet rapidly changing, times.



Jerome Burg is a 35-year veteran high school English teacher and a 20+ years CUE member. He is a frequent conference and workshop presenter, and has been recognized as an Apple Distinguished Educator, a Google Certified Teacher, and awarded CUE's Gold Disk, Outstanding Teacher Award, and the LeRoy Finkel Fellowship. He holds an MA in Educational Technology, and serves on the CUE Board of Directors.

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CUE supports many regional Affiliates and SIGs. As a CUE member, you not only gain access to a network of computer-using educators in your area, but are free to join an affiliate, and any number of our special interest groups. To add more than one affiliate, there is an additional \$10 fee.

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Sonoma and Napa Counties
- ☐ **None**

Special Interest Groups

- ☐ **Administrators' SIG**
Support for technology-using school administrators.
Michael Simkins
msimkins@portical.org
- ☐ **eLearning SIG**
Supporting online teaching and learning.
Dr. Kip Leland
kip.leland@gmail.com
- ☐ **Independent Schools SIG**
Private, parochial, K-12, and higher education organizations.
Jennifer Wagner jlw@technospud.com
Dennis Grice dgrice@stjohnsorange.org
- ☐ **Library Media Educators' SIG**
A support group for learning resource professionals.
Lesley Farmer lfarmer@csulb.edu
- ☐ **Teacher Educators SIG**
Professional development across the teaching continuum.
Pam Redmond redmond@usfca.edu
- ☐ **Technology Coordinators' SIG**
School, district and county coordinators' support.
Tim Landeck tlandeck@pvusd.net
Karl Forest karlforest1@gmail.com
- ☐ **Video in the Classroom**
Supporting multimedia educational experiences in our classrooms.
David Childers,
info@videoteachers.org

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School Site

Job Title

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- ☐ Classified
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- ☐ Parent
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- ☐ IT Professional
- ☐ Executive or Director
- ☐ Other:

ORGANIZATION:

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OR FAX TO: (925) 934-6799

For more information, please email CUE at cueinc@cue.org.

The CUE Review

By Kelley Day
kday@clrn.org



The California Learning Resource Network (CLRN) is excited to introduce a new area of the Web Information Links (WIL) database that highlights free collaboration tools for teachers and students. These resources are included in the Free Software/Web Tools section.

Collaboration between teachers and students is essential for optimum learning. Using the reviewed collaboration tools, students are able to demonstrate their knowledge, work collaboratively with classmates, and demonstrate their creativity to teach others.

In addition to the new resource areas, CLRN has also added Web Information Link User Feedback. Please tell us what you think about our posted websites and how you use them in your classroom. You will have a chance to win an iPod Shuffle each time you complete a feedback form. We appreciate your opinions.

Help build and support personal learning networks by sharing the CLRN website at a staff meeting or other collaboration meeting. Each area of the CLRN website includes a short tutorial video to view for specific information about search features. Choose a few worthwhile websites or resources to add to your instructional plan for the new school year. Here are some collaboration resources to try with colleagues and add to your lesson plans.

Title: bubbl.us: Online Concept Mapping Tool

Publisher: bubbl.us

Grades: 7-12

Media Type: Internet

URL: <http://www.clrn.org/weblinks/details.cfm?id=2975>

Subject Area: Varied

Bubbl.us is a flash-based mind-mapping product for organizing thoughts. Bubbles are color coordinated by hierarchy, although the user can alter colors at any level. Share and work together with your friends, brainstorm using a keyboard or mouse, and display the completed map online, through email, and/or via download. While an account is not required to create or export maps, registered users may save maps for later use and may collaborate with others.

Title: Glogster: Publish and Share Media

Publisher: Glogster.com

Grades: 7-12

Media Type: Internet

URL: <http://www.clrn.org/weblinks/details.cfm?id=3052>

Subject Area: Varied

Glogster for education is a web page creator with embedded media links, sound, and video. Students can work with Glogster individually or as a group to create presentations, share information, and interact with their peers. Published pages (Glogs) may be shared with a variety of social networking sites or embedded into web pages, wikis, and blogs using the supplied code. A teacher can get up to 200 student accounts during the initial registration.



Title: Jing: Screen Casting Software

Publisher: TechSmith Corporation

Grades: 3-12

Media Type: Internet/Video

URL: <http://www.clrn.org/weblinks/details.cfm?id=2976>

Subject Area: Varied

Jing is free, cross-platform screen capture software for recording both voice and screen actions from a window, pane, or region, and sharing across the web. Versions are available for Mac and Windows.

Title: Jing: Wetpaint: Educational Wiki

Publisher: wetpaint.com, inc.

Grades: 8-12

Media Type: Internet

URL: <http://www.clrn.org/weblinks/details.cfm?id=3014>

Subject Area: Varied

Wetpaint provides ad-free wikis to educators and their students, ages 13 and up. Wetpaint wikis are “click-and-type” websites that are easy to start and expand, because you can invite others to add text, photos, links, and other content to your Wetpaint site.

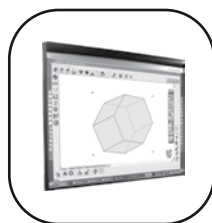


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Calendar

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2009

June 8 *2010 Annual CUE Conference Workshop*
Submissions deadline www.cue.org/conference/present

June 28-July 1 *NECC*, Washington, DC www.iste.org/necc

August 1 *CUE 2010 Awards and Board of Directors Nominations open* www.cue.org/awards/ www.cue.org/nomination/

September 11 *2010 Annual CUE Conference Session Submissions Deadline* www.cue.org/conference/present

October 24 *Gold Coast CUE Tech Fair*

November 7 *IACUE Ed Tech Conference*

November 14 *CUELA Technology Fair*, Mulholland Middle School, Lake Balboa, CA www.cuehub.org/cuela

2010

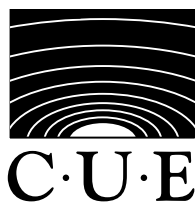
February 6 *EBCUE Cools Tool VI*, Hayward, CA
www.ebcue.org

February 9-13 *Macworld Conference & Expo Educator Strands*, San Francisco, CA www.macworldexpo.com

March 4-6 *Annual CUE Conference*, Palm Springs, CA
www.cue2010.org

April 15-17 *Leadership 3.0 Symposium*, Santa Clara Marriott, Santa Clara, CA www.lead3.org

For more information: www.cue.org/events/



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