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January 2004



Tony Marshalek
NAMTC President

Digital Standards

Happy New Year! As promised in my last message to you, I would like to focus on Digital Standards in this message.

At our recent Leadership Summit, questions regarding the possibilities of establishing digital standards were discussed. The NAMTC Board felt strongly that our organization should address the issues. One thought was to have interested members attend a face-to-face meeting in a central U.S. location, and have a discussion on what 'digital standards' need to be in place to provide benefits

to all NAMTC members. The Executive Board envisions this as a priority project for NAMTC. As of this writing I have been working with Mark Richie, Burlington County Educational Media & Technology Center, Mt Holly, NJ to organize such a meeting. I will be meeting with Mark in New Jersey on January 13-14, 2004 to refine the agenda and 'meeting details'. You won't see this issue of 'etin until after that date. I'm sure you understanding publishing due dates so you know this article is being written in early January.

Several possible locations are being discussed and a time-frame of early to mid-March for the meeting. Shortly after our planning meeting on the 13-14th all NAMTC members will receive a list message which will also be posted on the NAMTC website, www.namtc.org with all the specifics. At this time I would like to share the following with you for your consideration. If your name is not listed, don't hesitate to email me at marshalek@infohio.org that you would like to work on the standards issue. I understand that no matter what location or date is chosen all those interested will not be able to attend. So, it is very important to look for the update in a few weeks in your email and on the web. You can contribute your expertise even if you can't attend the meeting.

We need to consider:

Standard mpg 1 formats for

1. Slow connection Streaming (56k, DSL)
2. High Speed Streaming (T-1+ and cable modems)
3. Download of full 1.5MBps mpg. files (352 x 240 at 29.96 fps) (makes a clean, full screen image)
4. Download of low compression mpg. files (eg: 240 x 176 at 29.96 fps for example) (makes a clean 2/3 to half screen image)

Standard to format metatags used to search for and access: catalogs of titles and chapters and clips

This is intended to make descriptions, chapters and clip indexes transportable between management systems. These are all generally HTML driven, but some agreement on order and protocol is needed. That is, a set of uniform and basic fields that would be common (standard) to any company or RMC that wants to attach a metadata file to the .mpg. The field should be able to accept any alphanumeric entry so that the user could still develop

Digital Standards (Cont.)

their own formatting within the field.

Nothing in this initiative should impact the underlying code of any digital catalog system or download or streaming management system. Nothing in this initiative will address licensing, digital conversion, digital transmission or digital reproduction rights. These are all corporate policy and sales issues.

Definitions:

Streaming: The process of moving an .mpg file in its entirety from the provider site to the user site via the Internet (internet protocol) in such a way that the file is viewed by the user at the same time it is arriving on the users computer. The movement of a .mpg file to a user's computer in such a way that the .mpg program may not be used except at the time of initial streaming. Additional uses requiring separate requests for the stream by the user.

Full Screen: Ability to view downloaded video on a computer screen in an edge to edge mode with equal clarity as when seen within a window

Full Motion: 29.96 frames per second as seen on a computer screen

Benchmark Visual Quality: For the purposes of this working group the term "VHS Quality" shall reference the expected minimum image quality of .mpg files or streams when viewed on a computer monitor. Better than VHS quality shall apply and less than VHS quality shall apply as common visual reference points.

Downloading: The process of moving an .mpg file (clip, segment or full video production) in its entirety from the provider site to the user site via the Internet (Internet Protocol) in such a way that the file arrives in a designated location capable of multiple viewings by the user.

Videocasting: Transmission of an .mpg stream to multiple designated user computers as part of a scheduled program of program distribution. (aka: multicasting).

To date, the following have expressed interest in working on the digital standards:

Diane Bilello (Films for the Humanities & Sciences)
Gina Cone (WGBH)
Arletta Dawson (IA)
Allen Dohra (Ambrose)
Betty Ehlinger (NAMTC)
Cliff Ehlinger (IA)
Rick Faaberg (NAMTC Webmaster)
Jo Flick (AIT)
Debbie Hale (WA)
George Holland (New Dimensions)
Mark Kopp (IU8 PA)
Tony Marshalek (OH)
Bill Pendergraft (Environmental Media)
Ron Reed (United Learning)

Mark Richie (NJ)
Lee Ritt (VA)
Ron Roefaro (IU8 PA)
Sue Schwartz (MI)
Biff Sherman (AIMS, Digital Curriculum)
Linda Towles (OH)
Franklin J. Visco (Lucerne Media, Inc.)

Others have indicated they support the issues, and are very interested in the final outcome. A Standards session is planned for the 6th Annual NAMTC Summit on September 28-29, 2004 at the Alexis Park Hotel in Las Vegas at the 2004 in addition to what happens during the upcoming year. It is not too early to put that date on your calendar. Program details and registration information will be posted on the website soon.

The purpose of the 'day' meeting is to use the talents of those assembled to decide what standards are needed by users and providers to make digital formats accessible to all.

If you did not attend the NAMTC Leadership Summit in the fall, I suggest that you take a look at the article on the presentation by Mark Richie *Economic Challenge of Digital Distribution*. It is in the November edition of *'etin* and was written by Chris Petroff. Mark Richie referred to his presentation as "Cooperation toward a More Robust Industry". A digital standard that benefits all NAMTC members is a big first step in this direction. If you can't find the last issue, just go to www.namtc.org and our Webmaster, Rick Faaberg, has provided easy access to the this *'etin* issue plus many other back issues.

Tony Marshalek, NAMTC President
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Publication Statement

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Palm Curriculum Integration Camp

An innovative hands-on Palm camp for educators was held at the Ingham ISD this past summer. It was the result of collaboration between two Intermediate School Districts, Ingham and Shiawassee RESD, in Michigan. The goal was to provide educators an opportunity to learn to use the handheld computer, GPS attachments, science probes, and Veo digital cameras as part of their curriculum. The three day program was jam-packed with short training sessions, integrated curricular activities, and trips outdoors to use the different technologies in practice.

We worked hard all winter on the curriculum and by the end of July we were ready for the 27 participants! We started by reviewing the Michigan Curriculum Benchmarks across all of the discipline areas and at all grade levels. We narrowed it down to subjects that were studied in 4th -9th grade. We then created a fun scenario for the camp attendees that would address these benchmarks. (Herman Hardvorker, the National Ingham Park Supervisor had to leave for several days, but he did leave three tasks for the camp attendees to complete by the time he came back.)



The three tasks required the use of handhelds, science probes, digital cameras, GPS (Global Positioning Systems), laptops, MI CLiMB and Internet resources for the completion of the tasks. The task list included having the participants create a dangerous plant guide, a food chain and a fun scavenger/geocache hunt for students.

We began the first day with Palm basics so that all felt comfortable with their Palm. They learned how to create memos, use their address books and beam business cards back and forth to each other, set alarms so they could stay on task, and they created to do lists and entered information in their calendars.

Participants learned how to use the different technologies through a jigsaw activity where all had to learn a specific application and then had to teach it to the others in their designated team. They learned how to use Documents and Sheets To Go software and Palm attachments such as the GPS, the Veo cameras and the ImagiProbes for taking temperatures and light settings. Thank goodness for our two science teacher volunteers, Nicole Norris from Corunna High School and Teresa Kalinka from East Lansing School for their hard work figuring out the probes. Mary Groom from Jackson ISD also provided assistance during the three days.

Geocaching has become a very popular hobby for those who own a GPS. There are caches hidden all over the world for people to find using latitude

and longitude and a couple of clues. Learn more at geocaching.com and the wonderful global activity at Degree of Confluence Project www.confluence.org/index.php.

The first afternoon was spent in the field with the equipment. Five geocaches were hidden on campus for participants to find with their GPS using latitude and longitude. Team members were each given roles to coincide with a different career so that were all engaged while they were on the scavenger hunt. They had to take pictures of the wildlife with their Veo cameras, collect water samples and test for ph level with the science probes as well as locate the hidden cache. Since we sent them out in the woods, they also had to check for plants that could be harmful such as poison ivy.

When they came back from the hunt, they wrote their reflections on the handheld and beam them to us. Before leaving for the day, they each were beamed an ebook, *Effective Teaching Strategies*, about recent research compiled by Marzano. Their homework assignment was to read it and be prepared for a quiz in the morning.

The second day they all were beamed a Quizzler quiz on their reading from the previous evening. They took it and then received a demo on how to create their own quiz. Their next jigsaw learning activity was how to use Sketchy, PicoMap, AvantGo and the MI CLiMB CD. They also received a number of Internet sites to use when completing their remaining tasks.



They spent much of the second day using information that they collected on the first day. They measured the ph level of the water they collected and graphed it on the Palm. They created food chains with PicoMap by researching the animals and birds that they had seen the day before. To be able to replicate the PicoMap diagram into their final project, some used the Veo camera to take a picture of the handheld screen. The afternoon was spent creating their own scenarios which were to include historical facts about Ingham County that were to be hidden in a geocache 2-3 minutes off Ingham's campus. They then went off campus to hide them to be found on the third day by other groups.

We started out the third day with a number of demos. The representative from Dana came in to demo the new wireless Dana computer. The Dana looks like the Alphasmart, but has the Palm operating system. We also demonstrated a number of other Palm peripherals and applications, such as Classroom

Wizard (classroom management system for the Palm) and Internet resources that related to the handheld.

The groups finished up their tasks and went out to find another



group's geocache with the latitude and longitude coordinates and some hints so they had an idea which direction they needed to go in. Thank goodness for cell phones, as some groups needed to check a detail or two with the originating team.

Everyone came back successful. One group hid their cache in a donut shop and left money so the group who found it could get donuts and cookies to bring back for the rest of the groups.

The culminating afternoon activity was a presentation by each team, showing the projects they created. Some had created posters with print-outs of all the work they had done. One group did a PowerPoint and was able to show it using the Margi system attached to their Palm and a data projector. Participants completed the camp evaluation using Zoomerang

(an Internet survey tool) and all received a three-ring notebook and CD of all the resources that were used during the camp.

Carolyn created some flash videos for Palm training on the m130. The videos and most of our materials are located online at www.sresd.k12.mi.us/tis/training/PalmCamp/IStartHere.htm

We are now planning our next camp venture for the summer of 2004! We hope to expand this to include teams of students with teachers. Registration will be available in the late spring on our websites (remc13.org/training or sresd.k12.mi.us/tis/training). Volunteer trainers are always welcome.

Sources for...

AvantGo: www.avantgo.com

ImagiProbe: www.imagiworks.com

Quizzler: www.pocketmobility.com

Sketchy and Pico Map: goknow.com

Melissa White, REMC 13/Ingham ISD (Michigan)
mwhite@inghamisd.org

Carolyn McCarthy, Shiawassee RESD (Michigan)
mccarthy@sresd.k12.mi.us

The Spirit of AESA

NAMTC and AESA supported their shared partnership at the recent conference held by the Association of Educational Service Agencies (AESA) in Marco Island, Florida. The meeting lived up to its name...*Spirit of Exploration and Discovery: Opportunities for ESAs!* The premise was that ESAs play a critical role in providing high quality, cost-effective support programs for local school districts and campuses. Best practices were shared to assist those attending in delivering the most effective and efficient programs and services possible to our districts and students.

AESA provide complimentary exhibit space, and NAMTC Executive Director Betty Gorseger Ehlinger staffed the NAMTC booth while networking with various superintendents and board members who attended the conference. NAMTC corporate members exhibiting included PBS Video and United Learning.

Dr. Peter Bishop was the keynote speaker at the opening general session. Dr. Bishop specializes in techniques for long-term forecasting and planning, and he applied that focus to the future of ESAs. It was noted that he has worked on change and learning with Region IV in Texas. Dr. Bishop is an Associate Professor of Human Sciences and Chair of the graduate program in Studies of the Future at the University of Houston-Clear Lake.

The second general session featured Mr. Chauncey Veatch, the 2002 National Teacher of the Year. After retiring as a colonel from the U.S. Army, Mr. Veatch began teaching in 1995. As a teacher, he emphasizes literacy and really knowing students as

major components of his instruction philosophy. His passionate personality provided one of the most challenging addresses of the conference. One quote especially stood out, "Respect the rank. Follow the leader. They're not always the same."

The closing general session featured Mr. Ted Stilwell, Director of the Iowa Department of Education since 1995. He is President-Elect of the Council of Chief State School Officers, and working toward his vision of an American education system that enables all children to succeed in school, work, and life. His passion for ensuring high standards of performance for every child has helped establish a reputation for excellence in education. Mr. Stilwell has been invited to speak at the 2004 NAMTC Leadership Summit.

Several speakers in the *Technology: Transforming Learning* strand of workshops were NAMTC members. The following are representative of the support given.

Core Teaching Skills for an Information Age

NAMTC members Holly Jobe and Shirley Crehan of Pennsylvania discussed their statewide initiative to integrate technology across the curriculum. All 29 Pennsylvania Intermediate



Units were tasked with developing the Core Teaching Skills for the Information Age for teachers and educators across the state. The framework enables teachers to design standards-based, technology-rich learning experiences. Teachers currently express difficulty in integrating technology into their everyday teaching. The goal of this program is to position teachers to use technology effectively in their classrooms in order that they reach the next level of technology proficiency in support of student achievement. Ways were shared about funding and how you could replicate this program of hands-on applications, web resources and lesson design tools in your region or state. Contacts: hjobe@mcui.org and screhan@bcui.k12.pa.us

LLIU 13 and OVEC: Experience and Results with eCommerce utilizing eSchoolMall.com

Roland Hahn, Director of Technology Services for Lancaster-Lebanon Intermediate Unit 13 in Pennsylvania, participated in a round-table discussion highlighting the combined results and experience through four complete bid seasons with LLIU 13 and OVEC. Included were catalog presentation and management utilizing the eSchoolMall solutions. Participants were encouraged to add to the discussion and the lessons learned by LLIU 13 and OVEC from the implementation to the on-going management of an eProcurement. Contact: roland_hahn@iu13.org

Enhancing Education through Distance Learning

Ron Enger, NAMTC President-Elect, also presented at AESA. His session discussed the objective of distance learning in

providing a wider range of educational and enrichment opportunities to students and staff. From access to classes and guest speakers, to meetings and staff development, this variety of opportunities and the impact on students using interactive video is profound. The use of two-way, interactive communication in education is growing rapidly and Southern Oregon ESD has been a part of this growth. Ron and Sheryl Lipski shared the many ways their teachers and administrators utilize this resource, and provided a glimpse of the potential for distance learning. Contact: ron@soesd.k12.or.us

Explore Digital Delivery and Discover Video Streaming

Jennifer Maydole and Pete Phillips of North Central ESD in Washington explored the path of partnerships and collaboration, which led to successfully providing video streaming of staff development and core-curriculum instructional media to their classrooms. They presented research proving that motion media improves student learning and teacher quality, and demonstrated fiber optic exploration. Contact: jenniferm@ncesd.org (presentation details follow this article)

Plan now to attend the 2004 AESA conference in Phoenix, AZ, December 1-4. Our thanks to Brian Talbott, AESA Executive Director, and Kari Arfstrom, Associate Director, for their continued support of the partnership with NAMTC. For information, visit www.aesa.us

Betty Gorseger Ehlinger, NAMTC Executive Director
bettyge@mchsi.com



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Explore Digital Delivery and Discover Video Streaming

The EXPLORE DIGITAL DELIVERY AND DISCOVER VIDEO STREAMING presentation at AESA gave me an opportunity to not only showcase the beginnings of our path to streaming media to our schools but also to highlight the reasons "WHY EXPLORE?". The presentation began by establishing the mission, vision, goals and purpose of our media cooperative. Secondly, it provided the scientifically based evidence needed to justify our value to our school districts to improve student achievement. Evidence included but was not limited to Miller 1956; Gage and Berlinger, 1988 regarding the effect of media to impact long term memory; A Report on the Impact of Motion Media on Adult and K-12 Learning, Iowa State University, 2003; Allan 1992 and multiple intelligences.

The "WHAT DID WE DISCOVER?" portion showed the ease of use of our on-line catalog and scheduling system as well as our 80-90% bookings online by our teachers each month. Cohabitating with our CDRoms, laserdiscs, books, kits, VHS and DVD titles are our streaming media titles. Thanks to Film Ideas and Learning Matters/The Merrow Report we have 3 classroom titles and 1 staff development title totaling nearly 70 video vignettes and two PDF files. Streaming from 3,000 miles went off with out a hitch!!! YEAH!! "Winter on the Coast" from Lewis and Clark, "Washington State Commerce" from "Pacific Region" and "A Sense of Purpose" from "School Sleuth: The Case of the Excellent School" were streamed after logging in with a client number and password in Medianet.

The "HOW WERE WE ABLE TO EXPLORE AND DISCOVER?" portion of the presentation gave the history of building partnerships between our Public Utility Districts and our ESD. Dr. Gene Sharratt initiated the conversations and worked the process through until his retirement. Our ESD Technology Department currently manages two "fiber optic" related consortiums. One in Chelan County, developing curriculum for schools to access using fiber and the other to build the fiber from the PUDs in each county to the schools and assisting schools in connecting their fiber optic capacity to the Internet. Five of our 29 districts are complete.

Lastly, "OTHERS EXPLORING AND DISCOVERING?" provided live links to web site such as Robin Landers in Dallas County Schools where they are streaming thousands of titles to hundreds of schools who have fiber optic Internet access. DigitalCurriculum and UnitedStreaming sites were displayed as an option as well as Classroom Video.

Thanks to all the "vendors" who have provided us with the TREASURE which is the content. Thanks to all our partners: Medianet, the PUDs, ESD Technology Department, Film Ideas, The Merrow Report, 100% Video and Dr. Lynell Burmark. Thanks to those who have inspired and

supported me in the process of streaming and digital content, Mark Richie, Robin Landers, Mike Mellon and Andy Schaefer.

The AESA PowerPoint presentation is on our North Central ESD Media Cooperative Web site under Research and Best Practices. <http://www.ncesd.org/media/media.html>. Video vignettes are not viewable unless you would like to contact me to receive a temporary client number and password.

Jennifer S. Maydole, North Central ESD (Washington)
jenniferm@ncesd.org



Historical perspectives on current events...

After Silence

Examines the treatment of Japanese-Americans during WW II, and its relevance to post 9/11 America.

Counting on Democracy

An examination of the fiasco in Florida in the context of the history of voting rights violations.

Return to Kandahar

Post-war Afghanistan, as seen through the eyes of Nelofer Pazira, star of the movie "Kandahar", as she searches for her childhood friend.

Breaking the Silence

John Pilger dissects the truth and lies in the "war on terror."

New on DVD...

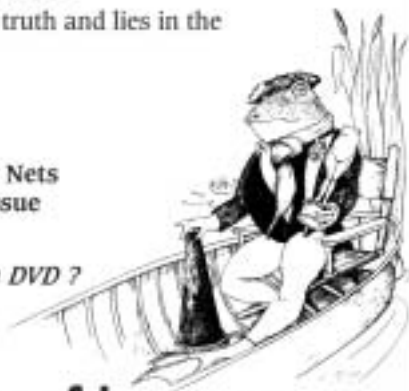
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NAMTC Elections 2004

Please use the following candidate information to assist as you vote for President-Elect and Secretary. Vote for one in each category. Send the enclosed ballot postcard to Cliff Ehlinger, Past President by **March 5**.



Ricki L. Chowning
Candidate for President-Elect
Asst. Supt. for Technology & Media
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Platform Statement

Regional Centers face many challenges today: challenges to our educational systems, declining budgets, increased accountability and scrutiny, and rapidly evolving technologies and delivery systems. At the core, however, the mission of regional technology and media centers remains the same: leadership and vision, aggregated services, customized attention and meeting the challenge of change. The National Association of Media and Technology Centers represents our greatest asset: colleagues working together to share information, offer strategies and potential solutions, and support each other. Few centers have the human and material resources to do it all. All our centers and all our colleagues, however, have successful practices, programs and models that can assist other centers to be more effective and efficient. A wonderful example this past year was the study on motion media from the National Media Market. Our NMM colleagues shared information and resources during the Media Market as well. If we can continue to bring people and ideas together and capitalize on that synergy, we can grow in numbers and influence and in delivering results.

Education:

1999-2002 • Phd coursework Eastern Michigan University
Educational Leadership
1979 • Specialist in Arts Western Michigan University
Information Science
1976 • Masters in Library Science WMU
1970 • B.A. Grand Valley State University Education—French & Sociology



Michigan Certification:

Secondary, 6-12 French and Sociology; K-12 Library Media; and K-12 Administration



Experiences:

1994 to date: Supervise a program providing regional technology and media services, including professional development, to twenty school districts in two counties. Presently overseeing the construction and implementation of a wide area fiber network due to be operational summer of 2004.

1992-1994: Asst. Principal, East Grand Rapids High School
1984-1992: Media Specialist and Technology Comm. Chair, East Grand Rapids PS
1973-1984: Media Specialist, Kent City Community Schools



Professional Affiliations:

Michigan Association for Media in Education (MAME) 30 year member, Past President
Michigan Association of Computer Users in Learning (MACUL) 20 year member, Current Board Member, Past President
American Library Association (ALA & AASL) 27 year member
International Society for Technology in Education 5 year member
NAMTC, member since 1998, Michigan Board Representative



Bob Steingreaber
Candidate for President-Elect
Coordinator, Instructional Resources
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Platform Statement:

High-stakes testing, accountability, budget cuts, sanctions; sometimes, the vocabulary that litters the educational landscape can be frightening and a little disheartening! Some may view this landscape, and see only uncertainty and turmoil; others see opportunity. As media and technology professionals, we have an unprecedented opportunity to demonstrate how instructional resources and technology integration can support better instructional practice, resulting in increased student achievement. I would like to see NAMTC take a very aggressive role in the research side of resource and technology use. NCLB requires the use of scientific research-based practices. NAMTC should be a vehicle to discover, disseminate, and possibly market identified research-based practices if they exist. If the research base doesn't exist, NAMTC has a challenging opportunity; to assist in the design, development and deployment of research studies, to help analyze the data, and to publicize the results. NAMTC is poised to be part of the "proof" of that which we all believe to be true: high-quality, standards-based resources and the appropriate integration of instructional technology results in increased student learning.

Employment History:

1997-2004: Coordinator, Instructional Resources- supervisor of a program that provides instructional materials, technology integration training, and technology infrastructure support to 28 school districts in a ten-county area in southern Iowa. Currently serving in my second year as Chair of the Iowa AEA Media Directors group.
1993-1997: Technology Coordinator, Van Buren Community Schools, Keosauqua, IA
1975-1997: Secondary Mathematics/Science teacher, Van Buren Community Schools
1972-1975: Secondary Science teacher, Breckenridge R-1 Schools, Breckenridge, MO

Education:

1995: M.A. Drake University Educational Administration
1974: Teacher Certification, Missouri Western College
1972: B.S. Iowa State University Biology

Certification:

Secondary Mathematics and Science; Secondary Administration; and Area Education Administration

Professional Affiliations:

Iowa Association for Communication Technology (IACT)
1995-2004 – member, Board Member, Secretary
Iowa Distance Learning Association (IDLA)
1995-2004- member
NAMTC 1997-2004- member
AEAMC Directors- 1997-2004- member and current Chair
Iowa Educational Media Association- 1997- 2004 –member
Woodrow Wilson Fellow- Princeton University, 1995, 1997
National Science Teachers Association (NSTA) 1980-2004- member



NAMETC Elections 2004



Laurie Maclin
Candidate for Secretary
Media Coordinator at the Kern County
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1300 17th St. Bakersfield Ca. 93301
661/636-4763
lamaclin@kern.org



NAMTC serves an important role to all of us in educational media.

NAMTC offers us a forum and a group of services that enables its members to maximize their services to education. Sharing is a way for media centers to keep abreast of new technological developments as well as developing new ways to work smarter while maintaining quality educational services. NAMTC has helped me to be better informed as a media professional and in return I would like to support NAMTC by offering my assistance as secretary and board member.

I have been an educator for more than thirty years. I started teaching in California. I taught in both Woodland and Bakersfield California. I taught grades two through six and then became a program coordinator. I was a Vice Principal at an elementary school for seven years when I moved to the, Kern County Superintendent of Schools located in Bakersfield California in 1989. My initial job in the county office was a position in which I advised small schools on their curriculum and funding. In 1991 I moved to the position that I now hold as the Media Coordinator for the Kern County Superintendent of Schools. I was fortunate enough to make this transition at a time when our facility was developing a network for broadcasting countywide. We broadcast on cable access and microwave through our entire county and also to San Luis Obispo County. Our school services include broadcast programming, video streaming as well as weekly delivery of media.



I have a K- 8 life teaching credential and Credential in Supervision K-8.

I received my B.A. from the University of California at Santa Barbara, M.A. in Curriculum and Supervision at Cal. State Bakersfield.

I am a member of: Association of Distance Education in California, NAMTC, Phi Delta Kappa, Cal State Bakersfield Associates and the U.C. Santa Barbara Alumni Association.



Shelia D. Owens
Candidate for Secretary



Employment Summary:
Manager, Distance Education, The University of Memphis, and **Executive Director, Tennessee Board of Regents (TBR) Media Consortium,** 1996 to present

Responsible for the creation, development, implementation and support of distance learning courses through the University's Office of Extended Programs. Responsible for negotiating with vendors for agreements for discounts, public performance and duplication rights, and copyright clearance for media products purchased by the members of the TBR Media Consortium (6 universities and 13 two-year institutions in one of the two state systems for higher education). Additionally coordinate telecourse licensing with four vendors with whom the Consortium has a master license in order to obtain licensing fee discounts.

Staff Assistant to the President, The University of Memphis, 1981-1996: Responsible for management of search committee processes for high-level administrative personnel and coordination and facilitation of Faculty Tenure and Promotion Appeals Committee.

Associate Director for Administration, Office of Vice President for Continuing Education and Special Program, The University of Memphis, 1977-1981: Responsible for operation of Management Information Center; compiled and provided statistical, financial and analytical reports on program activities; and assisted in preparation for program development and planning (MBO).

Assistant Director for Special Programs, Continuing Education and Special Programs, The University of Memphis, 1976-1977: Responsible for coordination and implementation of training programs for employees of city, county, and state government agencies and social service agencies.

Administrative Assistant to Director of Conferences and Institutes, The University of Memphis, 1974-1976: **Instructor,** Department of Office Administration, College of Business, The University of Memphis, 1973-1974



Education:

- Memphis State University (now The University of Memphis), Memphis, TN, Master of Business Administration, Management, 1986
- Memphis State University, Memphis, TN, Master of Science, Business Education, 1973
- Austin Peay State University, Clarksville, TN, Bachelor of Science, Business Education, 1971

Professional Affiliations:

- **National Association of Media and Technology Centers,** 1996 to present, Board Member 2001 to present
- **Association of Information Media and Equipment,** 1996 to present
- **Instructional Technology Council,** 1996 to present

The Herb Braselman Award

The late Herb Braselman served as the first president of our organization, and was a mentor to many of its members. Thus, the Herb Braselman Award is presented in recognition of exemplary service and leadership for regional media centers and for outstanding contributions to the field of educational media and technology. Members of the National Association of Media and Technology Centers are eligible for nomination by a committee chaired by NAMTC's immediate past-president.

Those who have received the award are:

Herb Braselman, 1992
Jack Keck, 1993
Mark Richie, 1995
Robert Sloan, 1996
Ron Zolton, 1997
Shirley D. Crehan, 1998
Joseph P. Price, 1999
Clifford J. Ehlinger, 2001
Larry Vice, 2002
Mary Lou Bayless, 2003

Guidelines for the Braselman Award

The Braselman Award is given to an individual in recognition of their leadership in the National Association of Media and Technology Centers (NAMTC), and their individual leadership in the field of educational media and technology. The award also recognizes outstanding contributions to the improvement of education through the services of a regional media center.

Selection Criteria and Ranking

Percentages:

A candidate for the Braselman Award has:

- 60% contributed service to NAMTC (officer, Board member, committee chair, etc.) and to the improvement of regional media centers through NAMTC membership either as a regional educational media center staff member and/or as a commercial representative for at least 10 years.
- 25% made outstanding contributions to the media and technology field.
- 15% served as a mentor to new media center directors entering the field.

Nominations:

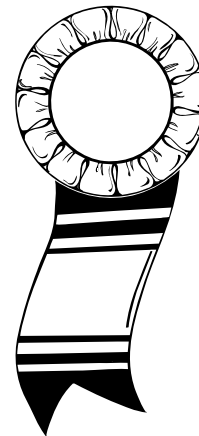
Call for nominations will be distributed to the general membership on or about March 7, 2003 by the Association Past-President. Nominations to be considered must be submitted with supporting narrative and be received by the Association Past-President no later than April 30, 2004.

Review Committee:

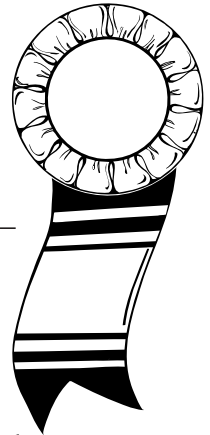
The Association Past-President shall chair The Awards Committee. The Awards Committee shall be composed of the Association Past-President and four NAMTC Past-Presidents whose responsibilities are to review, evaluate, and Recommend a recipient of the Braselman Award to the full Board. Each member of the Awards Committee will review the nomination forms, supporting data, and narratives on all nominees, and cast their individual vote on an official ballot. The Chair of the Awards Committee will tally the votes. The award recipient will be determined by majority vote. All nominations and ballots will be sealed in an envelope and maintained by the Past-President for one year. This envelope may be opened at the request of a majority of the full board.

Type of Award:

A permanent plaque listing the names of all the past recipients will be available for display at Conventions, board meetings, etc. The Chair of the Awards Committee will be responsible for maintaining the display. The plaque will be 12" x 16" oak with laser etching and room for brass name plates listing award winners. A special plaque will be presented to the recipient at the Association Business/Membership Meeting held during the NAMTC Conference.



Nomination Form for the Braselman Award



Name of Nominee _____

Organization of Nominee _____

Nominated by _____

In each of the following areas, an objective listing of the nominee's contribution at the state, and national level should be included.

- Educational Background
- Offices Held in NARMC/NAMTC
- Other Professional Associations
- Committee Service
- Presentations Given
- Publications
- Awards
- Additional Evidence of Leadership

In addition, please include a concise narrative justification to support this nomination.

Please return this nomination form and all supporting documents to the Past-President at the address listed below, to be received no later than **April 30, 2004**.

Cliff Ehlinger
**Past President NAMTC
Grant Wood AEA
4401 6th Street SW
Cedar Rapids, IA 52405**

There's a Bright Light Ahead

I recently returned to Great River Area Education Agency 16, a regional education service center in Iowa as a School Media Consultant. Twenty-one years earlier I left another AEA to pursue a career in motion media sales. I remember this time frame very well because the births of my children always required a change in my career and this change was coincided with my daughter's birth. She was born on a Wednesday and I left Arrowhead Area Education Agency 5, where I had worked for six years, the following Friday for the "high life". Or, was it to avoid the future chaos of home? To put the "high life" in perspective, I once asked the company's owner why we flew second class. "There is no third," was his response. And then there was rule thirty-eight: anything for the customer, hamburger for the sales person.

Those years of private sector sales (the dark side) included educational products such as 16mm film, single concept super 8mm loop cartridges, both Beta and VHS video tapes, interactive video tape, CDs, CDi, laser disc, and digital video streaming but no DVDs. There were a few books but they were tied to an electronic medium. And if needed, anything could be considered as bonus. Please don't write and say I forgot something I sold. There are a couple of companies that would say there were a lot of products I didn't sell. Also, I wasn't the one selling large fennel lenses in front of televisions as "large screen televisions".

Maybe, this is a good place to define "the dark side". I call educational sales the "dark side" because of those few customers who felt that a sales person was a low life form. For those customers, the sales person couldn't be honest or trusted because a sales person has a vested interest and is concerned with profit and therefore couldn't be objective. However, the customer is pure of heart without a hidden agenda.

By and large I truly enjoyed most of the customers. In reality, I felt more like a consultant than a traditional sales person. My advice to those of you who find yourself in the customer mode is to partner with the sales people because they have the opportunity to visit hundreds of media centers nation wide as well as attend multiple and varied conventions. Sales people are an outstanding source of information such as trends and how specific problems were solved in other centers.

"The dark side" was one of the psychological reasons I desired a return to education. For some motion media companies, the dollar was becoming more important than the content. The desires to educate and enhance students' school experiences were being abandoned. Video titles were being acquired rather than being produced. Many such titles were too long or not specifically produced for education. My real reasons are far more pragmatic. The video business was declining and I could buy back into my state public employee retirement program. To satisfy these issues, the return to education was becoming now or never.

After hearing of the rule of 88, my age plus my years of educational service, as the desirable retirement goal, the time was now. Even the application process is a different process. I had to rely on my education references because if I had used my business references, especially my current employer, and they would have been contacted I would have been terminated immediately. In all my private employment, there was never a due process procedure. I was always a telephone call from being fired. When sales were slow and the pressure was coming from the corporate headquarters, there was stress. At least in education you will have a few paychecks after you are terminated.

A regional media center made that leap of faith and requested I come in for an interview. The interview committee was made up of three members. One interviewer was persistent with questions regarding school improvement, data driven leadership and No Child Left Behind. Of course, I am into school improvement. That is why I am into media in the first place. I later discovered he had a different definition than I did of school improvement. I was hired anyway and my career path jolted onto a new "trend line".

Not long after my employment, I was asked to serve on a school visitation team including state and regional educational personnel. During the organizational time for this committee, I was rustling through my syllabus to find the media/library standards to prepare for my part of the visitation. Finding none, I inquired where they were. "They were eliminated during the 80s" was the response from the Iowa State Department of Education staffer. What a shock!

"What the hell had happened while I was gone" was my thought. What had happened to the political clout and how did they let this happen? Back in 1981, Iowa had two politically savvy directors, Beverly Trost, a democrat and Robert Dunlap, a republican. These two media directors worked both separately and jointly for the benefit of media services for the state. When the regional center were established in 1981, the administrative power was to be focused with the three directors, special education, media and other services with a business manager for the financial control. Superintendents had been hired to fill these business manager positions. Here was the conundrum. Their salaries were frozen at \$45,000. Therefore, everyone's salary had ceilings. During the legislative session, the bill to change this was being held up in committee. Robert called the lieutenant governor on the floor of the Senate requesting the committee membership be changed so the bill could come to the floor for vote. The bill passed and that legislation has changed the administrative structure of the regional center. Both of these media directors should receive leadership awards and loyalty in return for their professional work. Where is that type of leadership now? It seems to be missing in media.

This leads me to another question—where is the media specialist in the leadership of instruction? In Iowa, the media special-

ist is an endangered position, even though the regional media centers have research to prove media specialists contribute to student achievement. That position is one of the first to be considered for termination. So much for data driven leadership! This leaves the regional media center in another dilemma. Should the regional media center select and purchase books for the LEA, train library aids and assist the students with library skill training? Does this undermine the local media specialist? Putting this into perspective, there are no media center standards and the media specialist is stretched over multiple buildings or non-existent in the school district. Well, duh! Maybe this is contributing to the poor reading scores in the disaggregated subgroups. But why is the media specialist considered one of the first faculty members to be cut?

As a focal point of this subject, I want to address motion media, specifically video. I remember the early days of the National Media Market. Our center would send two or three professionals to actually evaluate individual titles to see if they fit our collection and to rate the "instructional value". I even remember when a company would have an exceptional title and we would rush there to view it. Why, we even purchased it during the show. Now, I go to cut deals with companies. There are many reasons why for the evolution of the National Media Market buying process. The advent of low-cost video has hindered the structure of the industry and its impact on instruction. The selection process has been devalued. When a film cost \$400 rather than \$89, how do you view enough titles to spend your budget? The profit margins for the companies have tumbled. If a company still exists, they are doing less production and more acquisition. Therefore, the titles are not of the appropriate length or level for the classroom. In my opinion, the quality of motion media may be at an all time low. Where are titles like Tap Dance Kid, Electric Grandmother, Cipher in the Snow and Molly's Pilgrim? We have had a lengthy gap of company sponsored "trainers" such a Barbara Bryant or John Matoian. I am elated Dr. Lynell Burmark is entering the scene with visual literacy education. We are getting great pricing on the short term but what about the long term? Instead of getting a short, on-target elementary title from producers, we now have a segmented thirty-minute digital title we must stream with an expensive electronic infrastructure. Remember, film was too costly.

Lastly, what has been lost when we purchase motion media by "the pound" is our interaction with the medium. When was the last time you helped integrate a motion media title into the classroom? Do you use motion media in your presentations? Do you still believe in motion media or just because you have a budget that needs to be spent you buy it? Are your LEAs involved in the selection process? Could this be one of the reasons your circulation numbers are down? I am very fortunate our administrator sees the value of video and has inculcated it into his leadership training here at the agency and with LEA administrators. He is currently using National Geographic's Celebrate What's **Right** With The World, which I highly recommend.

Although it will be very painful, time consuming and expensive, the No Child Left Behind legislation may be the correct "kick in the butt" to get us back to selecting materials on their merit and not price. It will force us to integrate the content to the classroom curriculum. I believe within our collections of media materials are the solutions to the low achievement rates of our subgroups. The delivery of the content will change to data casting, digital streaming or something yet to be invented. I believe in motion media's power of instruction either as a sale person or a school media consultant. Have a passion for students and the services you provide for them! Without it, we are all doomed to extinction.

Ron Roby, Great River Area Education Agency 16 (Iowa)
rroby@aea16.k12.ia.us



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Enhancing Education through Technology (E2T2)— The Iowa Approach

A part of the broader "No Child Left Behind" (NCLB) federal legislation is Title II, Part D, known as "Enhancing Education Through Technology" (or in Iowa, E2T2 for short). The primary goal of E2T2 is to improve student academic achievement through the use of technology. It is also designed to ensure that every child is technologically literate by the end of eighth grade.

The legislation requires states to distribute half the money via a formula and the other half via a competitive process. The formula is based on the district's share of Title I funds for the 2002-03 school year. Through this formula, Iowa schools are eligible to receive funds ranging from \$178,000 for the largest school, down to \$428 for the smallest.

In Iowa, the competitive portion of the project was constructed in a way that the 12 Area Education Agencies (AEAs) and the eight largest school districts did not compete against each other, but against a standard. Proposals were approved based on the bar the standard set.

To create projects of sufficient size and scope to be able to attain the goals of E2T2, schools were encouraged to join a consortium, composed of AEAs and other schools.

Through this consortium approach the school district contributes the funds they would receive under the formula. They then are eligible to participate in consortium activities. Twenty-five percent or more of the funds from the grant must be used for professional development. Additionally, up to ten percent is to be used for evaluation that includes qualitative data gathered by an internal evaluator and quantitative data for the state level, gathered by an external

evaluator. Other activities will focus on meeting the requirements of NCLB through the use of technology.

The consortia will see that the requirements of E2T2 are met. These include an evaluation that every student is technologically literate by the end of eighth grade; evaluation of the effective use of technology in classrooms, including how E2T2 is improving the capacity of teachers to integrate technology effectively into curricula and instruction; evaluate the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated and evaluate the extent to which activities funded under the program are effective in enabling students to reach challenging district academic standards.

If a school decided not to participate in a consortium, they would have to meet these requirements on their own. Each consortium is unique, focusing on the needs of their members.

This approach seems to be working. The feds have even given Iowa a nod by authorizing additional funding to carry out this project over the next three years.

To learn more about the Iowa model go to: <http://www.state.ia.us/educate/ecese/is/eett/index.html>.

Jerry Schnabel, Area Education Agency 267 (Iowa)
jschnabel@aea267.k12.ia.us

Distributing Your Own Media on Demand

NAMTC members throughout the country are in a quandary about how they can maintain their services within mounting fiscal crises. Kern County was fortunate enough to be approached by Global IP Group who was developing software called Vid Cast. Their software makes it possible for media to be "stored and forwarded" as well as "streamed." Global came to us with a proposal to pilot their Vid Cast software at a time when we were struggling with our media delivery system. Kern County is divided by the Sierra Nevada Mountains. There is also a distance of over 200 miles from one side of the county to the other. Vid Cast looked like it might offer solutions to our needs. Our media consortium, CCETC, had also recently purchased digital rights to a wide variety of standards based media. Our membership in the twelve county consortium also provided us access to media content, which we could deliver digitally. Kern County also produces a great deal of its own

instructional programming for broadcast and digital distribution, so using Vid Cast helped us to maximize our assets.

Probably the most surprising aspect of the piloting process was what was revealed during a school district survey of technology infrastructure. We wanted to make sure that our districts had the infrastructure to sustain Vid Cast. Vid Cast is a desktop application at the present. In order to use Vid Cast the schools had to have PC computers with at least Windows 98-second edition (not more than two years old) and the school had to have at least a T1 line. It was exciting to discover that over 90% of our schools in our county did, indeed, have the infrastructure to accept Vid Cast as a pilot.

We are gradually loading more and more programs on our server and at this time we are in the process of doing fifteen
Continued on next page.

Distributing Your Own Media... (Cont.)

pilots with different school districts. The success of the Vid Cast is that the teachers have a very simple interface with the media. They can choose the media by grade level, standards or subject. They can bookmark their favorites, etc.

For our office, one of the most important aspects of this delivery system is that it is efficient, low cost, and we can tailor it to the needs of our schools. Administrators and teachers need media that fits with the California Standards. Media put on the Vid Cast system fits both. Teachers for the most part are using the "store and forward" transfer, which offers them the convenient opportunity to download media the same day they want to use it.

We hope that by this time next year that the majority of our Kern County Schools will be able to access media and lessons developed to go with those pieces of media from their Vid Cast systems. Vid Cast has allowed our office to broker its own services. For more information regarding Kern County Superintendent of Schools Media Services of Vid Cast pilots contact: Laurie Maclin Kern County Superintendent of Schools Media Coordinator at lamaclin@kern.org or 661.636.4763.

Laurie Maclin,
Kern County Superintendent of Schools (CA)
lamaclin@kern.org



Oregon

The Oregon Legislature ended its longest session ever when the House adjourned on 27 August 2003. The Senate adjourned the day before, but final adjournment of the 227-day session couldn't occur until both houses voted to quit. And that happened only after the governor signed an \$800 million tax increase bill. The divided adjournment was unusual and maybe unique, being the first time in the modern era when one house returned the next day to end the session after the other chamber had quit.

Lawmakers have spent the past two years trying to plug budget holes that keep reappearing, in part, due to continuing revenue declines brought on by the state's weak economy. Social services, school districts, law enforcement and other programs have all lost millions because of funding cuts and stand to lose even more if the tax increase is repealed. The legislature approved tax plan, which includes a three-year, income-tax surcharge is meant as a way to protect these services from further cuts.

However, the posed solution is to be put to the test. Petitions were gathered and the real decision will be determined at the polls. At this point, we will not know what budget revenues will be available until after February 3 when Oregon voters make the final call on whether the \$800 million tax hike will take effect or not.

Knowing that tight economic conditions will be around for a while, ARMCO (Association of Regional Media Centers of Oregon) members have increased efforts to work together to find solutions that will benefit our clients. Since all centers have had to reduce staff and or services in one form or another over the last two years, the group is redoubling its efforts for sharing services among interested ESD's. In the mean time, Oregon Centers are promoting the services they have, connecting them to standards, finding ways to help schools support NCLB and discovering alternate ways to address the needs of their constituents.

Mary Lou Bayless, Oregon Representative
mbayless@clackesd.k12.or.us

Studying Tech's Impact

U.S. secretary of Education Rod Paige announced last month that nine states will share \$15 million in grants to conduct evaluations of how technology affects student achievement in elementary and secondary education. The evaluations, in turn, will assist other states and school districts in evaluating their own education technology programs.

The competitive, three-year grants are part of the No child Left Behind Act's Enhancing Education Through Technology (Ed Tech) program, and are intended to increase states' ability to design, conduct and acquire high-quality evaluations of education technology.

Grant recipients are required to plan and conduct an evaluation of how their education program uses technology to increase student achievement in one or more core academic subjects; to test and document the methods, practices and instruments used to assess the impact of the technology on student achievement; and to share this information with other states.

A complete list of grant recipients and program descriptions is available at www.ed.gov/news/pressreleases/2003/11/11102003.html.



Just Released! New Guide Helps Schools Plan for Crisis

As part of its continuing efforts to help keep our teachers and students safe, the U.S. Department of Education recently released a new guide to assist schools in planning for any emergency, including natural disasters, violent incidents and terrorist acts.

Using key concepts of good crisis planning, Practical Information on Crisis Planning: A Guide for Schools and Communities lists four areas of crisis management that all school crisis plans should address:

1. Mitigation-Prevention, which addresses what schools and districts can do to reduce or eliminate risk to life and property;
2. Preparedness, which focuses on the process of planning for the worst-case scenario;
3. Response, which is devoted to the steps to take during a crisis; and
4. Recovery, which deals with how to restore the learning and teaching environment after a crisis.

Because districts have different needs and face a variety of hazards, the guide also describes how several districts across the country have approached crisis planning. Some districts are likely to face tornados pr severe weather, while others must address the hazards posed by being close to a nuclear power plant or railroad tracks.

This past spring, U.S. Secretary of Education Rod Paige joined U.S. Secretary of Homeland Security Tom Ridge to unveil a new section on the Department of Education's Web site – www.ed.gov/emergencyplan - designed to be a one-stop shop to help school officials plan for any emergency. The new guide is available on this site.



Call for NAMTC Poster Sessions by Institutional Members

Reply Date: March 15, 2004

At the 6th Annual Leadership Summit, September 28-30, 2004, there will be an opportunity to present information about projects that are being sponsored by our institutional members. These “poster sessions” will be set up on Wednesday morning, September 29. Specific times will be assigned once a final number of poster sessions is determined. Tables will be available for NAMTC institutional members to set up a display board and talk to colleagues about the special projects they are providing for their schools. The intent is that this is not to be used for sales purposes, but as a demonstration for colleagues. Each presenter should plan to present an overview in 5-10 minutes that will be repeated over half an hour or so. Each presenter will also be responsible for bringing his/her own handouts. This opportunity should allow identification of new ways to support our schools and students.

If you are interested in presenting a poster session, please send your name, agency address and the title of the poster session by March 15, 2004. If you have an electronic link to information about your poster session topic, it may also be included. Your cooperation with responding by this date allows program and website information to be printed and posted.

Yes, I am interested in presenting a Poster Session at the NAMTC Leadership Summit, Wednesday, September 29, 2004 at The Alexis Park Resort in Las Vegas.

Name _____

Agency Name _____

Agency Address _____

Email _____

Phone _____

Website _____

Poster Session Title _____

Fax the above information to Betty Gorseger Ehlinger, 319.654.0609 or send it via email to bettyge@mchsi.com as soon as possible.