

# MEMBER profiles

Kathy Peery

## Dedication to Training and Support Invigorates a CA Tech Coordinator

**K**athy Peery believes support from above is one of the most important elements of effective technology integration. This educational technology coordinator, technology teacher, and trainer from the Cardiff (California) School District says, “a superintendent that has a vision for the future of their district” is key. “I feel very fortunate to have our superintendent, Vince Jewell. He knows the impact that technology can have on the delivery of instruction and in the learning of students.”

One of Peery’s job duties is to “develop core curriculum that incorporates technology and provides a vision for the future uses of technology.” Her ISTE membership, which she has held since 1996, “provides resources for furthering my professional education”

and “gives me the opportunity to see what current resources are available, what other teachers are doing, as well as current research for the use of technology. I want to know what works and what doesn’t so I can provide my teachers with skills that will make a difference in their classroom.” She also teaches in the technology lab three days a week, working with third through sixth graders.

Peery, who is presenting at the National Educational Computing Conference and is active in CUE, profiled on the next page, wishes each classroom had “a projector and interactive board for teaching and every



PHOTO BY JILL HEICHEL

student had a laptop. Along with these tools, we need the technical support to make sure things run smoothly. I believe this would have a profound effect on teaching by providing teachers with tools they needed and engaging students in their own learning.”

To meet her desire to ensure that teachers have adequate training in technology integration, Peery is also an adjunct professor at California State University–San Marcos. She says, “I want to ... give all teachers the tools to change how they deliver instruction, give classroom teachers time to develop lessons, and then time to share what they are doing.”

ISTE SIG

## Teacher Ed Group Provides a Network of Commitment

**I**STE’s Special Interest Group for Teacher Educators is a warm network of professionals and friends committed to promoting the meaningful use of technology in teacher and preservice teacher preparation. The group publishes the *Journal of Computing in Teacher Education*, a leader in the field, and sponsors the annual Research Paper Award for the outstanding research paper related to technology and teacher education.

Melissa Pierson is SIGTE’s outgoing president. “Our most active presence is at the NECC conference,” Pierson says, “where we host a forum and multiple sponsored sessions. In the past year, we

have led collaboration efforts to explore common interests among other ISTE SIGs. At the same time, we are working to encourage more active participation of our own members by initiating a workgroup structure to discuss relevant areas of professional development, research, practice, and advocacy.”

SIGTE membership means immediate connection to other professionals, Pierson says, as well as a forum for teacher educators to share their successes, raise questions, stay current on legislation and fund-

ing, and meet the challenge of helping colleagues use technology to enhance learning and education.

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<http://www.iste.org/sigte>

## Casting the NETS Far and Wide

Charter ISTE 100 member Learning.com developed its flagship product EasyTech—online curriculum software used by 1.6 million students in the United States that teaches K–8 and provides an environment for modeling effecting ed tech for teachers—with the National Educational Technology Standards specifically in mind. The company also recently released TechLiteracy Assessment, a district-wide, indexed online tool for measuring elementary and middle school students' proficiency with information and communication technologies. According to Bill Kelly, Learning.com's co-founder and CEO, TLA assesses and reports student mastery of foundational technology skills through a combination of multiple-choice and performance-based questions, and is also based on the NETS.

**Learning.com**

<http://www.learning.com>

“Most tech plans have been successful to the extent that a group has been willing to expend time and energy to make it happen,” Kelly says. “When those people leave, the plan suffers.” With EasyTech and TLA, people

can deploy assessment throughout their district in a way that lets anyone

be successful, he says.

“I think we've only

scratched the surface of the value that can be derived from Web-based instructional materials and delivery,” Kelly continues. “We have yet to see a lot of structural change in the common classroom experience in the thirty years that we've been conducting experiments and trials with computer-based instructional technology. We still use a 19<sup>th</sup> century factory model of instruction.”

Kelly believes the Internet brings the opportunity to put in place a radically different model of instruction.

“The real power of Ed Tech is delivering on ‘anytime, anywhere’ education,” he says. “The structural changes that have to occur in public education will be dramatic and exciting and will change your everyday experience with school. A segment of the population is experiencing that, and Learning.com's future lies with these people.”

ISTE does a great job of driving awareness and seeking acceptance as an important part of the educational equation, Kelly says. “We've been a longtime member of the ISTE 100. We believe strongly in ISTE's mission to raise awareness of tech's impact across curriculum, and the need for a different definition of information literacy.

“Not many companies have as part of their charter the mission to implement NETS in a scalable way,” Kelly concludes. “We are single-minded in our commitment to making instructional tech work for students in schools around the world.”

ISTE Affiliate

## California is CUEing Up for NECC 2006 in San Diego

When you think of technology hotbeds, California certainly makes the short list, so it's not surprising that that state's Computer Using Educators (CUE) organization is a vital and energetic group.

With about 3,000 current members and an aggressive new business plan championed by executive director Mike Lawrence to increase membership, CUE is poised to become even more of a positive force for innovative educators.

In addition to hosting its own annual conference held in Palm Springs each March, CUE is working closely with ISTE on NECC 2006 in San Diego this July.

CUE's Katherine Hayden heads up the volunteer committee for NECC

2006. She says, “It has been particularly exciting to see the Borderline Project and Leadership Event for Superintendents and School Board Members Day emerge through efforts of panels and representatives of our state. We intend to offer exciting California-specific opportunities ... including live recording of podcasts and the Enhancing Education Through Technology Western Region Showcase.”

CUE is an active partner to ISTE in much beyond this year's NECC. Members are encouraged to participate beyond their local organization. “We often look to ISTE and other ISTE Affiliates for suggestions and

ideas related to our efforts. The ISTE list serves provide a channel of communication,” explains Hayden.

Hayden also has plenty of advice for educators looking to get involved. She suggests CUE members should join the Ed Tech Action Network (ETAN) and one of CUE's committees or SIGs. She also recommends becoming involved in one of the organization's 19 affiliates.

The organization also provides professional development throughout the state through its CUEtoYOU program, as well as discounts on technology products and free online resources. “Think of it as Auto Club for teachers,” says Hayden.



<http://www.cue.org>