Welcome to the Challenge

Pilot Sites

Staff and Partners

Statewide Information

Educational Resources

Evaluation

http://www.challenge.state.la.us
New Funds for Educational Technology Now Available

The 1997 legislative session saw the passage of several major education reform bills. Among these were several pieces of legislation that promise a substantial impact on the direction of educational technology in Louisiana.

On June 30 Governor Foster signed into law House Bill 1911, creating the $38.2 million Classroom-Based Technology Fund. The fund will help local districts purchase computers and network hardware to connect classrooms to the Internet. Funds have been made available on a per pupil basis to all school districts and nonpublic schools in Louisiana. Each district or independent school will submit a technology plan and complete a detailed application stating how the money from the fund will impact student achievement.

In addition, for the first time a center for educational technology was created within the State Department of Education. The Louisiana Center for Educational Technology is headed by Dr. Carol Whelan. The Center assists local districts in applying for the funds available and will be instrumental in the administration of the classroom-based monies.

Both the fund and the educational technology office were created largely through recommendations made in the State Plan for Educational Technology. This plan was the result of a four-year effort by the State Educational Technology Planning Committee, chaired by Challenge Project Director Kerry Davidson. Many Louisiana Challenge Grant and LaSIP personnel served as staff and members of the committee.

"Anyone who's ever fought in a war knows that technology is the key to winning the critical battles. We're at war now against illiteracy and underachievement. Our children need the best tools we can give them, which means providing them with computers and other technology."

Governor Mike Foster
lago@linknet.net

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Welcome to the Challenge

http://www.challenge.state.la.us/welcome.html

Dr. Kerry Davidson, Project Director, davidson@regents.state.la.us

Challenge to Emphasize Readiness and Involvement

As the century comes to a close, we can reflect on past initiatives to improve student learning in Louisiana and ponder what to do to increase our children's receptiveness to the education system's efforts to prepare them for responsible adulthood. More and more research points to the importance of early learning and school readiness as pivotal factors in preparing children for educational experiences. Neglect in these areas can guarantee failure in school. Success in school is critical for building self esteem which, in turn, is crucial to further success in school. The school experience embraces the formative years and involves such high developmental stakes that failure to achieve produces devastating lifelong consequences. Nonachievers often continue on a downward spiral, suffering a variety of social maladjustments and personal misfortunes.

It is self-evident that parents are seminal to early learning, and research on the value of sensory stimulation for infants and on the importance of reading to young children supports the obvious. Parental involvement, however, is also the key to school readiness. When children know school is important to parents, they are more likely to give school the priority it must have to result in academic achievement. In households and communities which emphasize that learning is one of the highest priorities in life, children exert themselves to succeed in school and in professional careers. Conversely, if children are not reared to believe that education is important and relevant to their lives, they do not make learning a priority.

Based on these insights, the Louisiana Grant will initiate school readiness and parental involvement efforts, while continuing to emphasize professional training and infrastructure development. As parents, educators, and citizens, we must join together to help Louisiana's children acquire the education necessary to mature into contributing citizens in a world which technology will continue to shape.

Challenge Project Presented to Congress

The Louisiana Challenge Grant was one of only ten Challenge sites nationwide selected to make a project presentation at the Rayburn House Office Building in Washington, D.C., in May. The presentation was part of the "Technology Street Fair" sponsored by the U.S. Department of Education to help implement and evaluate the department's major initiatives to improve teaching and learning through the use of technology.

The display featured examples of student work from the pilot sites, an electronic display of Challenge Grant partners, and a new evaluation video. The presentation was well received by the many visitors to the exhibit, including Secretary of Education Richard Riley and U.S. Representative Chris John. Staffers from the Department of Education and the offices of other members of Louisiana’s Congressional delegation also attended.

Secretary Riley addressed the group, announcing that Louisiana has received a new $5.3 million grant (Technology Literacy Challenge Fund) that will help it respond to President Clinton's call to prepare students for the technological challenges of the 21st century. "Technology is an investment in our children and their future," Riley said. "Effective use of new technologies can broaden and strengthen the curriculum and provide every student with new tools to explore the world and to master challenging academic work."
Another Successful Summer at Calcasieu Computer Camp

Computer Camp is an ongoing project the Calcasieu Parish School System offered to elementary and middle school students. This year’s theme was “Computer Camp Lands on Mars.” Teachers worked for months planning technology activities based on the theme of space exploration. The activities are designed to be exciting summer-learning opportunities with experiences that are both relevant and rich in the use of modern technologies. The camp format offers children the opportunity to participate in lessons with a very small student-teacher ratio and a very high computer-student ratio. Further, innovative technologies are used here in experimental student-directed lessons.

The Challenge Grant offered equipment, software and coordination in the setting up and implementation of the camp. Additionally, computer camp scholarships are offered to students in Challenge schools to allow those students to attend who might not otherwise be able to do so.

Challenge in the Community

In an attempt to maximize the impact of technology instruction in the school day, the Calcasieu Challenge project, along with the public library system, hosted a series of workshops for the public. These ongoing workshops are an attempt to address the needs of learners beyond the end of the regular school day. One of the goals of the initial workshops is to provide information to families and community members about the benefits and educational opportunities made available through the use of technology. The workshops held for the public showcase successful technology uses in the home, schools, and community and offer practical tips for parents and others to begin to bring technology into the home.

It was also noted that with Challenge teachers and other educators harnessing the power of the Internet, a wealth of opportunity exists for students.

However, not all children are fortunate enough to have access to technology and the Internet outside school. Therefore, the Challenge Grant project offers library staff members training on software and technology that is being used by teachers in the classroom during the day. In return, the public libraries will begin to increase the technology-related opportunities they provide for their patrons. The public libraries are already a natural extension of the learning day, so offering technologies that are being used in the classroom helps to bring the learning process full circle.

The Challenge Grant has also partnered with the Calcasieu Women’s Shelter. The Challenge program has offered initial training in Introduction to Computers and Word Processing to the shelter staff. Further plans include offering training to the shelter clientele on introduction to computers, keyboarding, word processing, etc. to help provide them with opportunities that may not be available otherwise. Computers, printers, and modems are being placed in the shelter so children there will also have access to technologies similar to those used in their classrooms during the day.

New Schools Join the Challenge

The three original schools in the Calcasieu Challenge Grant continued to work toward the goal of improving the educational quality for children in Calcasieu Parish. Each school’s faculty continued training at the Technology Training Center in the use of educational technology and Internet in the curriculum and worked to increase opportunities for children and the community after the regular school day.

Additionally, five new schools have been added to the Challenge lineup, including one private school. Those schools are in the process of finalizing their wiring and hardware setup. The new schools have also begun initial teacher training. Training sessions have included “Introduction to the Internet,” and “Internet in the Classroom.”

Intensive professional development opportunities are being made available once again through the district’s ongoing partnership with McNeese State University. Two graduate level courses specifically designed by the members of the Louisiana Challenge Grant offer initial training on the Internet as well as practical teaching strategies for incorporating Internet and technology across the curriculum.

Pilot Site Director: Adriane Hunt
E-mail: ahunt@hal.calc.k12.la.us
Phone: 318-437-1244
Fax: 318-491-1704

Vol.3, No.1, 1998 • 5
Addressing the Crisis of Leadership for Educational Technology in Louisiana Schools

With the influx of technology resources in districts throughout the state and nation from local, federal, and state funding commitments, a need for educational technology leadership has evolved in crisis proportions. It is essential that high quality training occur for individuals engaging in technology leadership for Colleges of Education and K-12 schools. These individuals must be knowledgeable and skilled in planning for technology use as a tool for learning, assessment, communications, and administration. If State Departments of Education, Colleges of Education, and district staff development personnel do not provide the leadership necessary for schools and districts to apply technology successfully for improving student learning, private entities will -- and the price tag will be enormous.

With these needs in mind, the Louisiana Challenge Grant has embarked on a mission to provide comprehensive and systemic leadership training in educational technology by initiating partnerships for professional development with Louisiana universities. A pilot professional leadership development program is currently underway with six Louisiana Districts through the Challenge Grant and Louisiana Tech University.

All of the Challenge pilot districts (Calcasieu, Jefferson, Lafayette, Monroe City, and Natchitoches), as well as Winn Parish, have identified individuals to participate in the Louisiana Challenge Educational Technology Leadership Program this year. The program includes six courses over a nine month period. The participants take sabbatical leave or receive professional development release time from their district for the school year to complete the program requirements. The program includes a regular course and an internship course each quarter that couples campus learning with field experiences in their districts. The participants attend classes and concurrently serve at least twenty hours per week in their districts under the supervision of a Technology Facilitator, receiving on-the-job application of technology leadership skills.

Taking the Challenge on the Road

Technology facilitators and other Challenge staff from all five pilot sites been busy telling the nation about all the positive things that have been happening in Louisiana at state and national conferences and meetings from Seattle to Washington D.C., as well as in their local districts.

The Challenge team has made presentations at the National Educational Computing Conference, Tel-Ed, and the Louisiana Association of Computer Using Educators Convention. Topics have ranged from collaborative projects and cooperative learning to technology assessment. Additionally, many Challenge workers were heavily involved in the production of an instructional video designed to aid technology leaders in local districts in preparing their applications for the new Classroom Based Technology Fund. In the video, Challenge leaders from all the pilot sites shared their successes in technology planning and implementation. They also made recommendations on infrastructure, hardware, software, and training based on lessons learned. The video allowed other districts in Louisiana to benefit from the experiences of the Challenge pilot sites.
Riverdale High Offers Training

Riverdale High School offered after school computer training to students, faculty, and the general public throughout the spring semester. Faculty members Jean Curran and Dawn Kalb conducted the sessions. The Rosedale branch of the Jefferson Parish Public Library also assisted the Riverdale High School program by advertising and promoting the classes to its users.

Riverdale High School's summer program was also open to faculty, students and the general public. Throughout June participants were able to learn about the Internet, search engines and e-mail.

The 1997-98 school year brings a new level of excitement to the Jefferson Challenge Grant Schools as faculty and students use their acquired knowledge and skills to integrate the use of technology into the curriculum.

Riverdale Middle Hosts Training

Riverdale Middle School used an 8(g) Innovative Professional Development Grant to train faculty and staff after school hours in computer and Internet usage during the spring semester. Kathy Kain, Educational Facilitator, and Betty Bordelon, Librarian, were the trainers for the sessions.

During the summer Riverdale Middle School hosted training sessions for "8 to 80 year olds." The school lab was open to the faculty, students, parents, and the general public. Advertising and registration were handled through the Rosedale Public Library.

Professional Development Opportunities Continue

The spring and summer of 1997 were a busy time for the Challenge Grant in Jefferson Parish. Jefferson Elementary teachers received 40+ hours of Internet and multimedia training through an 8(g) Innovative Professional Development grant. Educational Technology Consultant Mary Lynne Dean assisted teachers in researching and writing lesson plans integrating technology into the curriculum. "Technology Tuesday" was continued in the Jefferson Elementary School Computer Lab. A cadre of selected teachers from Riverdale Middle, Deckbar, and John Clancy Elementary Schools, also took part in this training.

Jefferson Elementary School also hosted a series of "Open Labs" sponsored by the Greater New Orleans Free-Net and the Challenge Grant. Teachers from public and parochial schools in Jefferson, Orleans, St. Charles, St. Bernard, St. Tammany and Plaquemines Parish were introduced to the Internet and e-mail.

Leadership Program

Jefferson/UNO Challenge proudly welcomes two new technology resource teachers, Cynthia Thornbury and Shirley Brehm. Cynthia, the new Assistant Technology Facilitator, has worked in the Jefferson Parish Public Schools for 23 years. Cynthia is a social studies teacher who has been very active in 4H clubs, social studies fairs, Academic Games, and Junior Achievement.

Shirley Brehm, Jefferson Elementary Assistant Technology Facilitator, is a graduate assistant from the University of New Orleans. She has been teaching for years in Jefferson Parish. Shirley has been active in Drug Free Schools and the DAJ Program.

Both Cynthia and Shirley are from the faculty of Jefferson Elementary School. They are looking forward to working with the Jefferson Challenge teachers and assisting them in identifying web sites to use in their classrooms.

Director to Free-Net Board

Carolyn Sanders-O'Hare, Co-Director of the Jefferson/UNO Challenge Site, has been re-elected vice-president and member of the Executive Board for the Greater New Orleans Free-Net. Her present term will end in the year 2000.
Community Sites Extend Learning Beyond Classroom

Lafayette Challenge has had a very successful year. All of the Challenge teachers and their students have been busy completing projects using the Internet, HyperStudio, and Clarisworks.

Many of the community sites have been busy as well. The Acadiana Park and Nature Station have had visits from all the fourth and eighth graders in the parish. They experienced the nature trails, discovery boxes, and interesting plant and animal web sites via the Challenge Grant computer.

The Planetarium site had several workshops which were open to the public. The Red Planet and Design-a-Plane were tremendous successes with both children and adults. The Red Planet explored Mars and its environment. Pictures from the Pathfinder were accessed using the Internet. The Big Bear Solar Observatory (http://sundog.caltech.edu) was used to view numerous sun spots. Design-a-Plane was a program for teams of ten and eleven year olds where they designed a jet to fly from San Francisco to New York City.

Wired and Online

Lafayette's technicians and wiring specialists spent the summer getting ready for the new school year to open. About 45,000 feet of wire were run and 460 Internet drops were provided to 40 schools throughout the parish.

The computer labs at the Lafayette Parish School Board, N.P. Moss Middle School, and Edgar Martin Middle School were used to train in excess of 600 teachers and school personnel. Participants learned how to use the Internet, e-mail, and word processing programs.

The past year has been rewarding and exciting for everyone in Lafayette Challenge, and they eagerly look forward to continuing progress in 1998.

Northside Competes in International Internet Competition

Northside High's Computer Science II class recently won third place honors in the International School's CyberFair '97 competition. Teacher Heather Long has been a Challenge participant since 1996.

The project explored the Acadiana area with emphasis on music, art, culture and festivals. It focused on local artists including Zachary Richard, George Rodrigue, Francis Pavy and Rockin' Dopsie. Movie clips, sound bites, descriptions and photos brought the Cajun experience to life with the click of a mouse.

The students worked in groups to find information and obtain permission to use materials in their project. The class used video and digital cameras, scanners, several software publishing and editing programs, Internet Explorer, research materials and personal interviews to create the project.

The students spent many hours brainstorming ideas for the web page and programming html. The collaboration of students with businesses and museums resulted in a prize winning production of the rich Acadian culture.

Northside's award winning site may be viewed at http://www.lft.k12.la.us/nhs/acadiana/acadiana.html

Pilot Site Director: Donna Ware
E-mail: dware@lft.k12.la.us
Phone: 318-236-6974
Fax: 318-236-8543

Vol. 3, No. 1, 1998 • 7
The Monroe City School District is fortunate to have as its university partner Northeast Louisiana University (NLU). The partnership allows the district to participate in a three year teacher enhancement project, Driver's Ed for Teachers Navigating the Information Superhighway. The project, funded by the National Science Foundation, is directed by Dr. Virginia Eaton, NLU Department of Computer Science. It provides fifteen school districts in northeastern Louisiana with a cadre of well-trained resource persons and the support necessary to benefit from electronic networking.

The plan invests in 60 teachers from 15 school districts surrounding NLU who have demonstrated the ability and desire to enhance the way that science and mathematics are taught in their schools. The teachers assume graduate assistant positions for two semesters and one summer at NLU while on sabbatical leave from their respective districts.

The goal of the project is not only to train teachers to navigate the network, but also to teach them how to train others to use the Internet. The graduate assistants learn to conduct technology training workshops and provide support for classroom teachers.

Ten MCS teachers have participated in the program during the past two years, and four others are currently enrolled. Each graduate assistant will serve as the technology mentor for several assigned schools. After basic technology training for school staff, emphasis was placed on curriculum integration of online resources.

This partnership has had a vital impact on MCS. It has helped the district to achieve its goal to provide continuous, quality technology training and support for its employees.

Monroe Online Community Project

Which businesses and organizations are online in the Twin Cities of Monroe and West Monroe? The Monroe City Schools Technology Initiative (MCSTI) and the Louisiana Challenge are sponsoring the Monroe Online Community, a new telecommunications project that will help answer this difficult question.

The goals of the project are to provide a single site that contains links to all online businesses and organizations in our community and to provide links to information about the Twin Cities.

The Monroe Online Community is located at http://monroe.k12.la.us/mcs/community/online. Links to 103 local businesses and organizations are provided as well as links about Monroe and West Monroe. The sites are currently listed alphabetically, but as the list grows they will be divided into categories for easier navigation. Brief site descriptions will also be included.

The new site debuted October 28, 1997 at the Small Office/Home Office (SOHO) Expo sponsored by the Monroe Chamber of Commerce. Louisiana Challenge and MCSTI hosted the Internet Classroom at the Expo, assisting community members with online browsing and demonstrating the new site as well as other interesting web sites.

Driver's Ed for the 1-Way

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Fairview Alpha Takes the Plunge

Fairview Alpha Elementary School, a rural school in northern Natchitoches Parish, has been transformed into "Bayou Alpha" for the Louisiana Challenge collaborative water project. The outdoor panoramic water display sprang from an idea not only to stir interest in the collaborative water project, but also to immerse all students and teachers in a school-wide project.

Principal Ramona Cason lead her faculty and staff in the evolution of the bayou" from a 80 foot-long flowerbed to Louisiana swamp. The display, complete with a fisherman in a pirogue, cypress trees, and a 5-foot concrete alligator, took several weeks to assemble and involved faculty, staff, parents, and even grandparents. Most of the students readily identified with the display as a scene they or those living near or around Black Lake, Bayou Alpha looked a lot like home. As a result of the outdoor display students have developed a greater appreciation of water, and especially Louisiana waterways.

So how does an artificial swamp get students involved in technology? As a result of working with the online lessons for the water project, students are realizing the vast resources available via the Internet. The student's ability to research and find information that directly relates not only to their schoolwork but also to their community makes learning come alive.

Interview with an Innovative Teacher

"I became a teacher because I always loved learning. It was something magical and I wanted to be the initiator and the creator and not just part of it," said Laura Strahan, Louisiana's Middle School/Junior High Teacher of the Year.

"Children need math skills for problem solving, logic and critical thinking. They also need to know how to read and write and comprehend. Math is very important to a child's future, but the ability to communicate is also essential. We need to equip our students with technology tools and skills to be able to go into the real world," she said.

Technology allows her students to go beyond the traditional math classroom activities. Strahan's math class is anything but ordinary. Her students utilize computers, graphing calculators, and various electronic probes to analyze and synthesize information on everything from cereal boxes and pumpkin measurements to World Series stats or new car deals. "Learning can and should be fun. We're meeting the state objectives, but with a little extra twist and a little fun," said Strahan.

In 1996 Mrs. Strahan was named LACUE Middle School Technology Teacher of the Year for her use of technology in the classroom. Strahan teaches at Marthaville Middle School and is currently working on her master's degree in Educational Technology at Northwestern State University.
Educational Resources

http://www.challenge.state.la.us/edres/index.html
Sylvia Bienvenu, Curriculum and Evaluation Specialist, sylvb@usl.edu

Water Resources: A Statewide Collaborative Project

Eerie swamplands and graceful coastal marshes... Steamboats and pirogues... Catching catfish and boiling crawfish... Poignant images such as these have become signature themes which embody the very essence of all that is Louisiana and its water resources. They provided the perfect theme for a statewide collaborative project.

Water Resources: A Louisiana Legacy

is an online collaborative project which was designed to introduce all Louisiana Challenge Grant teachers to an exciting vehicle for teachers and students across the state to easily work together, share ideas and solve common problems. More importantly, it serves as a method of marrying Internet resources to curriculum, educational goals, and Louisiana Content Standards.

The “water” theme was introduced at the Challenge Grant Summer Conference in July. A basic resource unit containing skeleton lesson plans, Internet sites, people to contact, materials to order, and related research articles provided the starting point. Lead Teachers from each of the five Challenge sites met in July to study the resource unit then write complete lesson plans to develop the following water sub-themes:

What Is It, Where Does It Come From, Where Does It Go? (K-2)
What Is It Used For? (3-4)
What Is Its Impact on the Past and the Present? (5-8)
What Is Its Future? (9-12)

Calls for Collaboration were posted online and teachers began registering to participate in the project. Project activities continued from October 13 through November 21.

The lessons combine engaging hands-on activities with the power of the Internet as an information-gathering tool, and students are asked to work collaboratively in the classroom as well as to interact with the statewide community. After data is gathered, investigated, and analyzed locally, results and summaries will be submitted to Lead Teachers and all results will be posted on the Challenge homepage in 1998.

This project will give Louisiana students a chance to pursue all aspects of water’s powerful impact on the people of the state and to seek out the relationships that exist between them. They will have a chance to study, from several viewpoints, the characteristics of water, the scientific and mathematical principles involved, the historical events, the exciting potentials, and also the problems that have evolved from man’s sometimes unwise use of this bountiful gift.

The project will hopefully encourage the use of technology in meaningful ways that promote improved learning and online communication between teachers and students in Louisiana.

For viewing the entire project, visit the Educational Resources section of the Challenge Grant homepage at http://www.challenge.state.la.us/k12act/collab/wat_res_less.html.

Louisiana Water Resources: A Collaborative Online Project

Sara Armstrong and Kay Abernathy were keynote speakers at the state summer conference on collaborative learning.

Red H.O.T. on the Red!

What began more than a year ago as wishful thinking became a reality last summer when over one hundred Louisiana educators gathered in Alexandria, Louisiana, on the scenic Red River to participate in “Red H.O.T. on the Red,” the Louisiana Challenge Grant Statewide Conference held in July of 1997.

Keynote sessions for the conference were presented by Sara Armstrong, Director of Educational Visions in California, Kay Abernathy, consultant with the Hardin County Texas Technology Consortium, and Carol Whelan, Director of the Louisiana Center for Educational Technology.

Higher order thinking skills, multiple intelligences, cooperative learning strategies, problem-solving activities, and Louisiana content standards all blended together to bring Louisiana Challenge teachers and administrators to the next level of technology integration - a statewide collaborative online project affectionately known as Water Resources: A Louisiana Legacy.

The conference served as a valuable learning experience, as well as being an opportunity for the Louisiana Challenge teachers to network and share ideas and information to prepare themselves and their students to participate in the collaborative water project.
Challenge Changes

In the past few months several changes in the Challenge staff have taken place. They include:
- Juanita Guerin, Statewide Coordinator;
- Hall Morrison, Technology Coordinator;
- Adrianne Hunt, Calcasieu Site Director;
- Pam Quebodeaux, Calcasieu Facilitator;
- Dolores Champagne, Lafayette Facilitator.

Challenge is very fortunate that most of them have been associated with Challenge for the past two years and bring a wealth of experience to their new positions.

Challenge Leader Wins National Honors

Challenge Grant Project Administrator Lajeane Thomas was honored at the National Educational Computing Conference in July in Seattle, Washington. Dr. Thomas was named the Outstanding Technology Leader in Education for 1997. The award is bestowed annually by the International Society for Technology in Education (ISTE) to “honor an individual who has demonstrated outstanding achievement in implementing the use of technology to improve education.”

Congressman Billy Tauzin and Speaker of the House Hunt Downer, Jr. were chairpersons for the conference “Louisiana in the 21st Century: Improving Health Care & Education through Technology.” The conference was held at Nicholls State University to promote collaboration and update participants on advances and goals in the field of technology.
Model Classrooms

In an attempt to evaluate the success of technology integration model classrooms, based on the State Technology Plan's recommendations, will be set up at each pilot site in the spring. One teacher at each pilot site will be selected and trained in the use of scanners, video and digital cameras, and multimedia programs. They will have five computers in their classrooms—four at student stations and one for the teacher. The computers will all be online. Student achievement test scores will be recorded before and after participating in the model classroom project for one year. The classes will be tracked over a period of years and their progress compared to scores of peers who did not participate in the model classroom research.

Gathering Information Through Teacher Surveys

During the past year the Challenge Grant has been administering Teacher Surveys and Rubrics for Internet Use to Challenge teachers. The information is gathered from teachers as they begin professional development. It is administered again after they have completed their course(s). Comparison of the teachers attitudes and abilities will be made after they have completed their training.

An instrument to convey teachers perception of factors that research indicates will have an impact on student achievement is also being developed at this time. It will be administered to teachers after they have integrated technology into their lesson plans, field tested the plans on their students, and made technology an integral teaching tool.

Jefferson Elementary

California Achievement Test – Grade 4

The Proof is in the Product

When assessing student achievement, we often ask ourselves "What should students know and be able to do"? Students at Riverdale High in Jefferson Parish are maintaining the Intranet and Internet and training teachers and students. They are also providing training for 'troubleshooting' networked computers.

The library homepage is written and maintained by students. They set up sites for students and teachers to use for class assignments, tests, worksheets, URLs, and any other needed information.

PowerPoint presentations with digital still and video components are also taught by the students. They are of professional quality and deal with research projects and various community projects. They also promote technology at meetings and educational conferences.

Their computer graphics specialists use 3-D Max, the same program that is used in Hollywood to create graphics.

These students are showing what students can accomplish when given an opportunity to use the latest in technology as part of their educational program.

Jefferson Scores

Jefferson Elementary School in Jefferson Parish has included all its teachers in their Challenge Grant Project. The California Achievement Test (CAT) scores of the 4th grade students at the school have increased every year for the three years examined. The median national percentile was above the national average for all subjects tested in 1996-97. The Total Battery median national percentile increased to above the 70th percentile in the 96-97 school year.

The CAT is a nationally norm referenced achievement test that is used by many schools to compare academic achievement of students to national norms where the 50th percentile represents the national average.