

PT3 GRANT PROPOSAL  
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## **Need For Project *Learning Links***

### **Nature and Magnitude of Gaps and Weaknesses in Present Circumstances**

In Nevada's public schools, there are many bright spots when it comes to infusing learning technology into the learning environment of the classroom. However, at present there are not enough of these bright spots to produce future citizens who are technology-capable. Educators and policy-makers have recognized these gaps and weaknesses, and steps have been made to begin to meet the technology needs of teachers and children.

Prior to the spring of 1999 one serious obstacle to technology-infused learning in Nevada schools was the lack of hardware, software, and connectivity in the schools. As a result of a major effort on the part of the state government (The Nevada Education Reform Act of 1997, Senate Bill 482, Chapter 473), great strides have been made in getting technology into the schools. By the beginning of the 1999-2000 school year, every classroom in the state should have at least one computer connected to the Internet. Many classrooms will have more than one computer and many schools will have fully equipped computer, labs connected to the Internet.

What remains a major gap in improving Nevada public schools through technology infusion is the lack of skills and knowledge on the part of teachers to make full use of the technology they will find in their schools as they move into the 2000-2001 school year and beyond. As is commonly the case, the largest gaps and the greatest weaknesses in technology infusion exist in the most rural and low-income pockets of the state. According to Mark Knudson, educational technology specialist at the Nevada Department of Education, approximately 5% of teachers in the school districts that will participate in the Learning Links Consortium are at the point of complete technology infusion. This estimated percentage would probably hold for teachers across the state.

Similar gaps and weaknesses are present in the UNR Teacher Preparation Programs. Programs leading to teacher licensure exist in the areas of elementary education (grades K-8),

secondary education (grades 7-12), and special education. While prospective teachers in each area acquire some technology skills through one, three-credit required course in technology, few exit the program with the skills, knowledge, and understanding to truly infuse technology into their classrooms.

In 1997, the College of Education moved into a new building containing classrooms and labs equipped with state-of-the-art technology. Some faculty have made good use of this exciting new facility, but many are still using traditional teaching methodologies to present their course content. University-wide, efforts have been made to up-grade and add technology to existing classrooms, yet the technical support and incentives to enable faculty to redesign their courses using teaching and learning technology have been slower to emerge.

The nature and magnitude of the gaps and weaknesses in the UNR Teacher Preparation Programs with regard to preparing future teachers to improve teaching and learning through the efficient use of technology include:

- Lack of growth beyond basic skill levels. While all UNR Teacher Preparation students are required to take a course that covers the basic skills in the use of technology in their teaching (*CEP 210 Technology in Teaching and Learning*), they have little opportunity to develop these skills beyond this course. The basic course is taken early in the program, and too many of the students do not expand on or practice these skills because they are not required to do so in other courses.
- Lack of understanding of how to infuse technology into the curriculum. All students gain overview knowledge of infusion strategies in the basic course, but they have only limited opportunities to observe and practice such strategies and methodologies. There is limited modeling of technology infusion in the Teacher Preparation curriculum or in the University's Core Curriculum (required of all students). With few exceptions, the only involvement students have with technology in these courses is use E-mail for out-of-class communication and/or the use of the

Internet for information gathering. Only about eight out of 48 professors in the college have changed their teaching styles and course delivery strategies based on the use of technology.

- Lack of troubleshooting and problem solving skills. As new teachers enter Nevada schools, particularly rural and low-income schools, they often find technical support lacking for existing hardware, software, and connectivity. At the present time, pre-service teachers in the UNR program receive no training in network operation and minor troubleshooting. Therefore, they may become quickly frustrated in their attempts to infuse technology into the curriculum because existing technology does not work correctly.
- Lack of opportunity to apply technology skills in situations with real children. Although the teacher preparation programs at UNR include significant field-based or practicum experiences with K-12 students, few of these experiences enable future teachers to use technology in their work with children. Pre-service teachers who may see or use technology in their university courses need a way to apply this information to developing learners.

### **Addressing Needs of Disadvantaged Individuals**

Nevada is a vast state, encompassing the high desert area of the United States known as the Great Basin. The very rural nature of our state suggests that an important element of any statewide effort to improve teaching and learning through the infusion of technology must address special considerations of teaching in remote and low-income areas. Nevada is one of the most rural states in the nation. It ranks seventh in total land area, with 109,805 square miles. It ranks 37<sup>th</sup> in total population with an estimated population, in 1997, of 1,676,809 persons. Of this total population, 85% reside in just two large metropolitan areas (Las Vegas and Reno/Sparks), while 15% are spread out over the rest of the state in widely scattered small towns. While there are low-income pockets in and around the Reno/Sparks area, some of the most starkly low-income areas are among the Native American populations of the state, which make up 1.8% of the total state population. In Nevada,

more affluent schools and/or districts have invested in technology for their classrooms. Many schools with the most economically disadvantaged students (whether urban or rural) are only now acquiring basic technology and connectivity.

Project Learning Links will prepare elementary, secondary and special education teachers who will effectively work with, maintain, and advocate for teaching and learning technology in their classrooms. Components of this program specifically address disadvantaged learners through the field-based and on-line activities between future teachers and K-12 students, including students with disabilities. Schools targeted for these activities will include those on Native American reservations, in the most remote parts of the state, with Title One designation, and/or with high incidence of students identified as having disabilities.

## **THE PROJECT *Learning Links* DESIGN**

### **OVERVIEW OF PROJECT DESIGN**

The overarching goal of Learning Links is to prepare technology proficient pre-service teachers who can enter the teaching ranks of Nevada schools, ready and willing to effectively infuse learning technology into the classroom curriculum. **The Learning Links Consortium**, made up of university, business, non-profit, state, and school district representatives, will play a key role in the design and organization of the activities of the project.

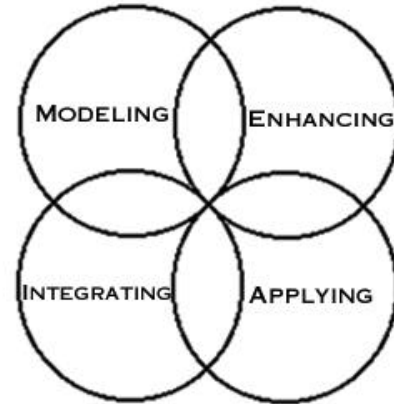
In order to efficiently use learning technology in a school classroom, teachers must think differently about the teaching and learning process, classroom organization, methods of content delivery, and the nature of student projects and assignments. To accomplish this, the UNR Teacher Preparation Programs in elementary, secondary, and special education will be adapted and transformed. We are proposing four **change components** in the UNR teacher preparation program, illustrated in the graphic below.

**Modeling:** Future teachers will observe technology-enhanced teaching in action throughout their university preparation.

**Integrating:** Technology applications and assignments will be taught in pedagogy courses in all the teacher preparation programs.

**Enhancing:** Future teachers will develop trouble-shooting and technical skills to enable them to maintain technology-rich classroom environments.

**Applying:** Future teachers will use their knowledge of technology in teaching and learning in field-based and on-line experiences with school children throughout the state of Nevada.



These four components comprise system-wide changes in the way classes are taught, skills are demonstrated, and performance is assessed. The revision of the UNR Teacher Preparation Program will be a systematic process over the three-year period of Project Learning Links.

### **A COMPREHENSIVE EFFORT TO IMPROVE TEACHING AND LEARNING**

The following discussion presents detailed descriptions of the Learning Links Consortium, as well as the four main change components and activities that will result in accomplishing the goals and objectives established by Learning Links.

#### **The Learning Links Consortium Members**

The Learning Links Consortium partner organizations, listed below, will be represented on a Consortium Leadership Team. The team will consist of representatives of each organization.

**UNR College of Education.** The University of Nevada, Reno (UNR) is a comprehensive land grant institution established in 1864. Fall 1998 enrollment was 12,000 students. The College of Education is one of nine schools and colleges. It is divided into three departments and two centers. There are 54 full-time professors in the college, and there are approximately 1,000 undergraduate

and 1,000 graduate students enrolled in the college. UNR is the primary teacher education institution for northern Nevada and prepares nearly half of the pre-service teachers in the state.

**KNPB/Channel 5 Public Broadcasting, Inc.** KNPB is the public television service for northern Nevada and surrounding areas. The station is committed to education in the schools and in the community, and is a motivated and willing partner in all aspects of Learning Links.

**Washoe County School District (WCSD).** Washoe County School District is the second largest school district in Nevada. It serves the Reno/Sparks and Lake Tahoe region and enrolls nearly 53,000 students in 83 schools. It employs almost 6,000 teachers, counselors, administrators, and support personnel, and covers all of Washoe County. Within this district, there are some low-income schools and a few very rural schools.

**The Northeast Nevada Technology Consortium (NNTC).** This consortium consists of five countywide school districts: Elko, Eureka, Humboldt, Lander, Lyon, and White Pine. The consortium is funded through the Technology Literacy Challenge Fund, and is dedicated to improving education through the use of technology integration.

**Truckee Meadows Community College (TMCC).** Truckee Meadows Community College is part of the University and Community College System of Nevada (UCCSN). It offers a range of programs in occupational and technical education, liberal arts, and education. It has an enrollment exceeding 10,000 students. A cooperative relationship exists between TMCC and UNR. This relationship is particularly strong in the coordinated offering of lower division courses.

**The Nevada Department of Education.** While the state department is not listed as an official Consortium partner, UNR faculty works closely with the Nevada Department of Education. They will assist project personnel in keeping abreast of changes in teacher licensure requirements and technology initiatives.

**Future Partner.** Nevada Bell, the telephone service provider for the state, is interested in becoming a Learning Links Consortium member. Due to their budget approval process through the Public Utilities Board, Nevada Bell was not able to commit to a specific role or level of funding prior to the due date for this proposal, however, they have submitted a letter of support for Learning Links (appendix).

### **The Four Change Components of Learning Links**

**Modeling.** This component of Learning Links is an important part of enabling future teachers to understand and appreciate the use of technology in teaching and learning, where learning technology is used both by the instructor and the students. To achieve this change component, faculty will be given opportunities to grow in knowledge and skill in the use of effective teaching and learning technologies. Project Learning Links will offer incentives, as well as encouragement, for professors to effectively adapt their courses to model the use of teaching and learning technology. In this change component we distinguish between College of Education faculty and university faculty from other colleges and departments.

At the University of Nevada, Reno, teacher preparation is viewed as a university-wide responsibility. Prospective teachers, along with all other students, take courses in the university's Core Curriculum. Education students also take courses in teaching majors, elective areas, educational foundations, and pedagogy skills. Structures, such as the university's "Teacher Education Council" assure communication and cooperation at the highest administrative levels throughout the university. Since funds are limited, it will be most cost-effective to bring about change in a small group of committed professors who can serve as mentors and advisors to other faculty in the future. Specific incentives and methods of encouragement will be made available to College of Education professors, while a broader and more general set of incentives and methods of encouragement will be made available to professors outside the College of Education.

With the assistance of the Learning Links Coordinator, faculty in the College of Education will apply for the **Faculty Learning Fellows** program each semester. Applications will describe in observable language the changes the faculty proposes to make in a specific course by the infusion of learning technology. Making changes in the way they **model** the use of technology is classified as a **Level I** application. In the application they will specify (a) what technology will be used; (b) how delivery of course content will be modified; (c) how assignments and projects will use technology; (d) how the infusion of technology into teaching and learning will be modeled.

From among the applicants, the Dean of the college will select **five** faculty members **each semester** to participate in a Faculty Learning Fellows program at either Level I or Level II (see below for a discussion of Level II under "Integrating"). All faculty in the UNR College of Education will have an opportunity and be encouraged to participate in the Faculty Fellows program during the three-year period of this grant. Incentives will be available for faculty members to participate in the Learning Fellows Program. Faculty members will be released from teaching one of their courses and receive a stipend for limited hardware and software that relate directly to their course modifications.

Faculty outside the College of Education will also be encouraged and supported in modeling technology use. Faculty who teach university core courses taken by prospective teachers will be given priority for support. Training and technical assistance will be provided through the "Excellence in Teaching Program" (ETP). This program conducts workshops and works with instructors to improve teaching campus-wide. A major part of this effort includes encouraging professors to use technology. ETP has already committed to conducting workshops geared to faculty in other colleges who are willing to work closely with the teacher preparation programs.

**Integrating.** While it is important for pre-service teacher education students to have learning technology modeled by professors, it is equally important for them to devote part of their

learning experience to understanding principles and concepts relating to integrating learning technology into the K-12 curriculum. This change component will emphasize adapting the curriculum of key education courses. The focus will be to provide prospective teachers with the skills and strategies they will need to modify, organize, and execute technology-rich curricula in their classrooms as they take their places in Nevada's K-12 schools.

This change component will be implemented by offering the incentives to faculty members within the College of Education as are described in the modeling component above. The faculty application would be designated as **Level II**, indicating that their course would explicitly teach **integrating** technology into teaching practices. This component will concentrate primarily on methods or pedagogy courses. Incentives will allow instructors to reconstruct their course content and assignments to incorporate more of an emphasis on methods of technology infusion. Examples of activities incorporated into reconstructed courses could include the following: (1) having students develop and present demonstration lessons that incorporate technology infusion; (2) discussing and demonstrating classroom management differences between a traditional and a technology rich classroom setting; and (3) demonstrating ways to incorporate learning technology into inquiry and problem solving instructional approaches. Learning Links will also develop and involve a cadre of **Master Teachers** nominated by Consortium Leadership Team members. These teachers will give lectures, demonstrations, and conduct discussions within pre-service teacher training courses.

The College of Education has recently put in place, and continues to refine, a performance assessment process to evaluate pre-service teachers. This performance assessment process is based on the standards set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC). Throughout their training in the College of Education, future teachers must provide evidence of their knowledge, skills, and dispositions in relation to ten basic principles. Through the enhancements made available by Learning Links, technology will play a large part in the way

students will demonstrate their accomplishments in all ten of these core areas. A notable example will be the students' development of **electronic portfolios**. These portfolios will be worked on throughout their teacher preparation program and will be submitted immediately prior to their student teaching. They will demonstrate their use of Internet resources, lesson design principles, effective communication and presentation skills, assessment and data management, as well as skills with software applications.

**Enhancing.** The intent of this change component is to move all of our pre-service teacher education students beyond the basic skills level in using learning technology to a level where they can function more independently in installing, maintaining, trouble-shooting, repairing, and managing classroom computers, computer labs, and small computer networks. In most situations, teachers will have district technology support. However, such support is often spread thin, and in some very rural areas, technology support is almost nonexistent. The so-called digital divide also plays a role in the degree to which technical support is available to teachers. Richer districts and richer schools are often able to find resources to maintain, repair, and manage computers and networks; whereas, in poorer areas, such resources are scarce. We want the teachers leaving our program to be able to go beyond a "plug-and-play" level of computer expertise. We want them to be as self-sufficient as possible, so that when they are in a school with little or no technology support, they can keep things going and provide stability for other teachers in their schools.

Training for future teachers in this component would be accomplished by the re-design of *CEP 210 Technology in Teaching and Learning* (3 credits). This course is currently composed of modules presented in a self-paced format. The course will be divided into three, one-credit components. The current modules will be condensed and new ones developed to make up two credits of the course. An additional credit of the course will be devoted to topics such as trouble-shooting, making minor repairs, and management of simple computer telecommunications

networks. Delivery of this one-credit component will be accomplished through the lab facilities, equipment support, and faculty of Consortium partner Truckee Meadows Community College.

**Applying.** This change component emphasizes field based and on-line experiences between future teachers and students in Nevada’s schools. These experiences will give prospective teachers practice in using technology effectively with children. One type of experience will occur in practicum courses where future teachers participate in technology rich classrooms in Washoe County School District (WCSD) and nearby schools. A second type of experience will be interacting with children from rural/remote areas using the **Student-to-Student Network**. Learning Links will provide the support to establish a communications network through which future teachers may correspond with, provide tutorial assistance for, and share resources with children in rural schools. This will give teachers and students experience with synchronous and asynchronous teaching methods. Video conferencing, chat rooms, bulletin boards, and E-mail could all be used. Not only would this experience benefit the UNR students, but the support and software provided to the rural classrooms would help address the digital divide evident in some rural areas.

All of the UNR teacher education programs contain sequential field-based experiences in schools. Specific courses that would involve one or both kinds of experiences with children would be identified in each of the programs. The table below lists some possible courses.

UNR Teacher Education Programs	Possible Technology Practicum Experiences
Elementary Education	CI 361 Literacy Instruction: Intermediate Grades CI 363 Math Practicum CI 365 Science Practicum CI 440 Integrated Curriculum
Secondary Education	CI 350 Middle School Practicum CI 450 High School Practicum
Special Education	CI 212 Field Experience in Special Education CI 401 Special Education Practicum: Elementary Level CI 437 Special Education Practicum: Secondary Level

## GOALS AND OUTCOMES FOR PROJECT *Learning Links*

Learning Links has six major goals, with several objectives under each goal. Each objective has one or more “outcomes” that will be incorporated into the activities of the project.

### **GOAL I: Extending the Learning Links Consortium and Organizing Program Administration**

**Rationale:** The initial program activities will focus on two areas. The first is the extension of the Learning Links Consortium from its current members to include other carefully selected partners. The second is developing the detailed procedures for program organization and administration.

**Objective A.** The Learning Links Consortium will be extended to include relevant partners and will begin the process of program administration.

**Outcomes** for Objective A:

1. A presentation will be developed and delivered to potential Consortium members.
2. A Learning Links Web site will be delivered and maintained to keep all consortium members and other participants up to date on program activities and resources
3. The Consortium Leadership Team will meet at least three times annually to refine project goals and extend project activities.

**Objective B.** The administration of Learning Links will be organized through the recruitment of project personnel and related activities.

**Outcomes** for Objective B:

1. The Learning Links Project Coordinator will be recruited and hired.
2. The graduate assistants for Learning Links will be recruited and hired and will be members of under-represented minority groups, if possible.
3. The Program Coordinator will develop the application procedure for university faculty interested in participating in Learning Links at Level I and Level II.

### **GOAL II: Implement the Learning Links change component-- Modeling**

**Rationale:** The manner in which Core Curriculum and teacher preparation courses are delivered will be modified so that all pre-service teachers acquire, through experience and observation, skills and concepts necessary to improve teaching and learning in Nevada schools through efficient use of learning technology in the classroom.

**Objective A:** Faculty who teach courses in the university’s Core Curriculum and College of Education courses, taken in the UNR Teacher Preparation Program, will be provided with incentives and opportunities for training so courses are re-designed to reflect effective use teaching and learning technologies.

**Outcomes** for Objective A

1. With the assistance of the Learning Links Coordinator, faculty in the UNR Teacher Preparation Program will submit proposals to the Dean of the College of Education to

- participate in the Faculty Learning Fellows program (Level I involvement).
2. University faculty will demonstrate skill in organizing, developing, and delivering course content through the effective use of teaching and learning technologies.
  3. Student assignments and projects, as shown in course syllabi, will require the use of learning technology in terms of finding information, assimilating information, and presenting information.
  4. As students are assigned to use new hardware and software, course schedules will provide computer lab time for instruction on the new hardware and software.

**Objective B.** Pre-service teachers will observe and participate in courses where learning technology is modeled by course instructors.

**Outcomes** for Objective B:

1. Students will observe course instructors using learning technology as they teach.
2. Students will demonstrate, through completed assignments and projects, the ability to effectively use a variety of learning technology as teaching and learning tools, as reflected in performance assessment procedures.

### **GOAL III: Implement the Learning Links change component—Integrating**

**Rationale:** Watching and participating in the use of technology in university courses is not sufficient to enable future students to infuse technology in their own teaching. Pre-service teachers need explicit instruction on how to apply technology in K-12 classrooms in order to teach specific subjects or content areas.

**Objective A:** Faculty of targeted teacher preparation courses within the College of Education will be provided with the training and support necessary to make substantial modifications to their course content so that future teachers will learn specific skills in the integration of technology in K-12 teaching and learning.

**Outcomes** for Objective A:

1. With the assistance of the Learning Links Coordinator, faculty in the UNR Teacher Preparation Program will submit proposals to the Dean of the College of Education to participate in the Faculty Learning Fellows program (Level II involvement).
2. Once selected, faculty will be supported in modifying specific courses so that learning technology infusion is a specific focus of the targeted courses.

**Objective B.** A Cadre of Master Teachers will be identified from Consortium school districts. These teachers will be involved in several components of Learning Links.

**Outcomes** for Objective B:

1. Criteria will be developed for the skills and competencies of the master teachers.
2. Consortium school district administrators will be asked to nominate master teachers for potential involvement in the Cadre.
3. Teachers will be visited by Learning Links personnel to determine whether they meet the established criteria.
4. Members of the Master Teacher Cadre will be involved in a variety of goals and objectives of Learning Links.

**Objective C.** Key courses dealing with instructional methods and pedagogy within the teacher preparation programs will be modified to include specific information about the infusion of technology in the curriculum content areas.

**Outcomes for Objective C:**

1. Targeted methods and pedagogy courses in all teacher preparation programs will include key concepts relating to learning technology infusion and a variety of infusion models, as reflected in course syllabi.
2. Courses in all teacher preparation programs will schedule in-service teachers from the Master Teacher Cadre as guest presenters to demonstrate and discuss specific models and methodologies of learning technology infusion, as reflected in course syllabi.
3. Peer observations and coaching in these modified classes will, not only verify that learning technology is a focus of the course, but will provide for on-going dialog and continued course enhancement.

**Objective D.** Through the modification of courses in the teacher training programs, pre-service teachers will master concepts relating to learning technology infusion to improve K-12 teaching and learning in specific content areas.

**Outcomes for Objective D:**

1. Pre-service teachers in the UNR Teacher Preparation Programs will demonstrate, through performance assessment procedures, their knowledge and understanding of concepts and models for using learning technology to improve K-12 teaching and learning.
2. Pre-service teachers in the UNR Teacher Preparation Programs will demonstrate, through performance assessment procedures, their ability to use concepts and models for using learning technology to improve K-12 teaching and learning.

**GOAL IV: Implement the Learning Links change component-- Enhancing**

**Rationale:** All teachers, particularly those in rural or remote areas, need to be able to organize and maintain, trouble-shoot, and in some cases repair, the hardware and software in technology-rich classrooms.

**Objective A.** *CEP 210 Technology in Teaching and Learning*, will be re-designed to enable future teachers to gain information on computer maintenance and repair.

**Outcomes for Objective A:**

1. CEP 210 will be segmented into three, one-credit courses.
2. The current modules in CEP 210 will be condensed and reorganized into two credits.

**Objective B.** TMCC personnel and lab resources will be involved in the development of activities in computer maintenance and repair.

**Outcomes for Objective B:**

1. One credit of CEP 210 will be developed and offered through the TMCC lab facilities, utilizing TMCC faculty.
2. The re-designed CEP 210 course will be offered every semester.

**Objective C.** Students will be assessed on their ability to organize and maintain, and repair hardware and software.

**Outcomes** for Objective C:

1. Assessment procedures will be developed in this area and incorporated into the performance assessment processes already in place in the college
2. Data from student performance assessment will be used to continuously improve the learning experiences.

**GOAL V: Implementing the Learning Links Change Component—Applying**

**Rationale:** “Knowing” does not always translate into “doing.” Future teachers need opportunities to apply their growing knowledge of technology in learning and teaching with real students in the K-12 system.

**Objective A:** Practicum experiences in WCSD (and surrounding) classrooms will involve future teachers in infusing technology in teaching and learning with K-12 students.

**Outcomes** for Objective A:

1. Specific field-based practicum courses will be identified in each program for these experiences
2. Local classrooms with adequate technology resources will be identified through the relevant Consortium partners
3. Assessment procedures will be developed in this area and incorporated into the performance assessment processes already in place in the college
4. Data from student performance assessment will be used to continuously improve the practicum and methodology courses.

**Objective B.** Practicum experiences in rural classrooms will involve future teachers in using technology on-line in teaching and learning with K-12 students.

**Outcomes** for Objective B:

1. Specific field-based practicum courses will be identified in each program for these experiences (my be the same or different courses from those used in Objective A).
2. The Student-To-Student Learning Network will be established.
3. Rural classrooms with adequate technology resources will be identified with support given to ensure the technology is compatible with the objectives of the experience.
4. Assessment procedures will be developed in this area and incorporated into the performance assessment processes already in place in the college
5. Data from student performance assessment will be used to continuously improve the practicum and methodology courses.

**GOAL VI: Evaluation of Project Learning Links.**

**Rationale.** Project Learning Links represents a significant commitment on the part of all Consortium members and on the funding agency. Evaluation activities will enable the project to continuously evaluate and improve its activities, as well as determine its overall impact related to the goals and objectives of the project

**Objective A.** Refine and set up the structures necessary to conduct the evaluation of the project.

**Outcomes** of Objective A:

1. In collaboration with the Consortium, the Evaluator will refine all evaluation procedures.

2. The formative evaluation plan will coordinate with the performance assessment procedures already in place in the teacher preparation programs.
3. The Evaluator will arrange for the collection and analysis of all data.

**Objective B:** Collect and analyze formative evaluation data and use this information to improve and refine the activities of the project.

**Outcomes of Objective B:**

1. The Evaluator will collect and analyze all formative evaluation data.
2. The Evaluator will report the findings of relevant formative evaluation data to course instructors in order to provide for continuous improvement of instruction.
3. The Evaluator will report the findings of all formative evaluation data to the Dean of the College of Education and to the members of the Consortium.
4. Relevant findings from the formative evaluation will be disseminated in the form of research reports and conference presentations

**Objective C:** Collect and analyze summative evaluation data and report this information to all Consortium partners and funding agencies

**Outcomes of Objective C:**

1. The Consortium will review and refine the summative evaluation plan on a regular basis.
2. The Evaluator will collect and analyze all summative evaluation data
3. The Evaluator will report the results of the summative evaluation to the Consortium and the funding agency
4. Relevant findings from the formative evaluation will be disseminated in the form of research reports and conference presentations

## **ADEQUACY OF *Learning Links* RESOURCES**

### **ROLE AND RESOURCES OF EACH CONSORTIUM MEMBER**

The Consortium partners are to be represented by high-ranking individuals who will make up the Learning Links Consortium Leadership Team. The Consortium partners are as follows:

**College of Education (University of Nevada, Reno).** The College of Education at UNR will be the Lead Organization in the Consortium for Learning Links. The existing UNR Teacher Preparation Programs in elementary, secondary, and special education will be the main focus of systemic change for Learning Links, with the other six partners playing key roles. The role of the College of Education will be to educate future teachers in the infusion of teaching and learning technology into the K-12 curriculum. Faculty in the college will be supported in the modification of

their courses to include teaching/learning technology. Every professor and instructor in the College of Education has a computer on his or her desk with full Internet access.

The facility housing the College of Education (since fall, 1997) is richly equipped with learning technology resources. There are two computer labs in the building. One lab is used for both instruction and production with 64 computers. All of the computers are networked and have Ethernet connections to the Internet through the UNR campus backbone. There are three laser printers and one color Inkjet printer connected to the lab network. Two of the computers are connected to scanners. There is a video projection system along with a multimedia station containing a VCR, a visual presentation device, a slide projector, a complete sound system, and full Internet access.

The second lab has 30 computer stations in a multi-platform environment where either the Mac or Windows operating system can be accessed from any station. All computers are networked and have Ethernet connections to the Internet through the UNR backbone. This lab is also equipped with printers, a scanner, and a projection device. The lab is used primarily for instruction and is shared by the College of Education and the Washoe County School District. WCSD conducts training workshops and short courses in this lab, and UNR faculty use it for periodic class demonstrations and course segments.

The new College of Education building has fourteen "smart classrooms" with multimedia instructional podiums. Each podium contains a visual presenter, a sound system, a VCR, a personal computer, a slide projector, access to cable television, and full Internet access (Ethernet). All of these entities can be controlled from the podium, and each of these classrooms contain either a projection device or a large screen display monitor. Three classrooms are fully equipped for interactive video instruction. This provides opportunities for courses, workshops, and meetings to be conducted between the University and rural school districts throughout the state.

The College of Education is home to the Learning and Resource Center (LRC). Again, this is a cooperative effort between UNR and the Washoe County School District to provide both in-service and pre-service teachers with a variety of instructional resources. This is a technology-rich center that has seventeen stations where in-service and pre-service teachers can evaluate a large collection of educational software. In addition, this center contains a digital multimedia production center with eight stations where graphics, audio, and visual editing can be conducted.

The Learning Technology in Education Program within the College of Education's Department of Counseling and Educational Psychology offers coursework for undergraduate teacher education majors in all programs. In addition, a sequence of courses is available to those working toward certification in technology at the secondary level. The program also offers masters and doctoral degree emphases in learning technology. LaMont Johnson and Cleborne Maddux edit a national, refereed, academic journal (*Computers in the Schools*). These faculty are extensively involved with and have written widely about issues and trends in learning technology in education.

The University Library is the largest in Nevada with more than one million volumes, 6,000 current periodical subscriptions, and more than 100 electronic databases. NEON (Nevada Education Online Network), the university's automated information system, provides access to holdings and indexes to journals and government publications. NEON is accessible through the campus telecommunications network or via personal computer, which may be important to rural Consortium participants.

**KNPB Channel 5, Public Broadcasting Service, Inc.** KNPB provides public television for Northern Nevada and Northeastern California. KNPB will contribute to the success of Learning Links in a variety of ways, including consulting on television in teaching, including new emerging technologies of digital television and on-line content. Patricia Miller, Vice President of

Programming, Education, and Outreach will be a member of the Learning Links Consortium Leadership Team.

**Washoe County School District.** The Washoe County School District has made progress in the past two years in providing every teacher with a teacher computer station and at least one student computer. They have their own wide area network that provides Email and Internet access. A small complement of teachers both at the elementary and secondary level have been trained in technology infusion and some are making great strides in this area. This district will contribute to the success of this proposed project by:

- Providing student teaching opportunities in technology rich classrooms.
- Providing classroom technical support for UNR student teachers.
- Nominating teachers for the Master Teacher Cadre and allowing them to be released from their teaching for guest lectures and demonstrations in university courses.
- Assisting in identifying both technology-rich and technology-poor classrooms for the placement of UNR students for observations and practicum experiences.
- Providing the consortium with ongoing input for modifying the teacher preparation curriculum in terms of emphasizing learning technology in teaching and learning.

**Northeast Nevada Technology Consortium.** The schools in the districts that comprise the Northeast Nevada Technology consortium have some of the best-equipped technology classrooms in the Nevada. Most of the schools in these districts have at least one computer in every classroom, three to five computers in some classrooms, and at least one computer lab. While progress has been slow, some teachers in these schools are very advanced in their skills for and understanding of technology infusion. Each of the districts in this consortium has at least one full-time technician to provide hardware, software, and networking service. This consortium will contribute to the success of Learning Links by:

- Providing student teaching opportunities in technology-rich rural classrooms.
- Providing technical support for the classrooms where UNR students participate.
- Nominating teachers for the Master Teacher Cadre and allowing them to be released from their teaching for guest lectures and demonstrations in university courses.

- Assisting in identifying classrooms for UNR student for practicum experiences and on-line interactions with children.
- Providing the consortium with ongoing input for modifying the teacher preparation curriculum in terms of emphasizing technology in teaching and learning.

**Truckee Meadows Community College.** Truckee Meadows Community College has eight computer labs equipped with state-of-the-art hardware and software. They have full Internet capability and complete multimedia presentation stations in each lab. Two of the labs are set up for multimedia production where digital-imaging work can be done. Truckee Meadows Community College will contribute to the success of Learning Links by:

- Developing course materials for the technical portion of the CEP 210 course (one-credit).
- Equipping a lab with 25 computers to be devoted half-time to teacher preparation students in CEP 210.
- Committing the involvement of William Doherty, Technology & Networking Coordinator.
- Committing 3/4 time of a lab manager to assist the students in teacher preparation during their participation in this course.
- Working collaboratively with UNR faculty as technology changes and as technology infusion methodology evolves.

### **THE *Learning Links* MANAGMENT PLAN**

The management plan will involve the activities of many professionals. The following table outlines the responsibilities of key participants in Learning Links. Information on the time line, tied to specific project goals and objectives, is presented on an extensive table on pages 22-26.

#### **Roles and Responsibilities of Key Learning Links Personnel**

<b>Role</b>	<b>Individual</b>	<b>Responsibilities</b>
Project Administrator	William Sparkman, Dean College of Education	Oversee all aspects of program administration; work closely with the Consortium; work to make innovations of Learning Links a permanent part of the curriculum.
Consortium Leadership Team	Key representatives from all partners described above	Involved in all phases of the program development and evaluation. Contribution of personnel and equipment resources

Project Coordinator	To be hired	Program administration; faculty workshops; individual faculty consultation; assist faculty in making choices of hardware and software; assist with relevant evaluation activities
Project Evaluator	Steve Cavote	Plan and conduct evaluation; analyze all data; report on formative evaluation to improve program effectiveness; report on summative evaluation activities.
Technology Program Liaison	LaMont Johnson, Professor Learning Technology	Work with faculty on technology projects; liaison with the Consortium; adapt relevant CEP curriculum; work with rural districts to develop Student-To-Student Network.
Teacher Preparation Program Liaison	Christine Cheney, Professor Special Education	Work with faculty related to teacher preparation curriculum; assist with evaluation activities; coordinate performance assessment with Learning Links evaluation
TMCC Program Coordinator	William Doherty, Technology and Network Coordinator	Develop and offer the one-credit segment of CEP 210 dealing with hardware and network maintenance
Graduate Assistants (2)	To be hired	Work with faculty; assist in the gathering of evaluation data
Mentor Teacher Cadre	Nominated by Consortium	Provide consultation, modeling, demonstrations of technology infusion. Work with pre-service teachers in schools.
Faculty Learning Fellows	Selected by Dean	Receive support to modify course content and learn to effectively use technology; provide mentoring to other faculty; participate in evaluation activities.

The **Management Plan Objectives and Timeline** is presented on the following pages.

## THE Learning Links EVALUATION PLAN

The evaluation plan for Learning Links makes use of a variety of data sources. Both formative and summative evaluation procedures will be used. The evaluation plan carries out the specific activities that are described as **Goal VI Evaluation of Project Learning Links**. The Management Plan of Learning Links provides an outline of the evaluation component timeline (page 26).

### **Evaluation Objective A. Refine the evaluation plans and set up the structures necessary to conduct the evaluation of the project.**

**Outcome 1.** In collaboration with the **Consortium Leadership Team**, the Evaluator will **refine all evaluation procedures**. The team will take an active role in determining the exact nature of the research questions, the nature of the data collected, and the methods in which results will be shared.

**Outcome 2.** The formative evaluation plan will **coordinate with the performance assessment procedures** already in place in the teacher preparation programs. All of the teacher preparation programs at UNR have performance assessment procedures in place that correspond to the standards of the Interstate New Teacher Assessment and Support Consortium (**INTASC**). Students must demonstrate knowledge, performance, and dispositions in relation to ten basic or core principals. Evaluation efforts for Learning Links should make use of the rubrics developed to assess students and coordinate data collection with this on-going performance assessment. The Evaluator will work closely with faculty in the teacher preparation program. Christine Cheney will serve as a liaison in this process.

**Outcome 3.** The Evaluator will arrange for the **collection and analysis of all data**. A plan for the continuous collection of evaluation data will be developed in the first semester. Plans will also be made for the analysis of this data on an on-going basis.

### **Evaluation Objective B: Collect and analyze formative evaluation data and use this information to improve and refine the activities of the project.**

**Outcome 1.** The Evaluator will collect and analyze all formative evaluation data. The following will be included in the data collection activities:

- a. A **survey** will be developed to assess the satisfaction of **Faculty Learning Fellows** in the nature and level of support they receive from Learning Links personnel.

- b. The Evaluator will **examine all course syllabi and a random sample of student assignments** and projects from modified courses and determine whether or not courses have been successfully modified. Distinctions will be made between Level I and Level II course modifications
- c. Professors knowledgeable about technology (also Faculty Learning Fellows) will **observe in at least three modified classes each semester** and submit a report to the Project Evaluator concerning the degree to which they observed the modeling (Level I) or content integration (Level II) of technology by the college instructor.
- d. An **evaluation form for K-12 teachers** who work with future teachers in their classrooms or via the Student-To-Student Learning Network will be developed. The results of these evaluations will be compiled each semester.
- e. A **likert-scale survey instrument for students**, specific to the goals of Learning Links, will be developed and completed by students in no less than three of the modified courses each semester.

**Outcome 2.** The Evaluator will report the findings of relevant formative evaluation data to course instructors in order to provide for **continuous improvement of instruction**. The results of the faculty observations and student surveys will be shared with the instructors of surveyed groups and recommendations for modification on the basis of these results will be made.

**Outcome 3.** The Evaluator will **report the findings of all formative evaluation data** to the Dean of the College of Education and to the members of the Consortium. On an annual basis, the Project Evaluator will compile the findings from the faculty survey, syllabus and assignment examination process, observations in classes, teacher evaluations, and student surveys. The data will be analyzed for trends and descriptive statistics will be produced. This information will be shared with the Consortium and to the Dean of the College of Education.

**Outcome 4.** Relevant findings from the formative evaluation will be **disseminated** in the form of research reports and conference presentations. College faculty who are interested in research and dissemination activities related to the findings of Learning Links will be able to work with the Evaluator on such projects.

**Evaluation Objective C: Collect and analyze summative evaluation data and report this information to all Consortium partners and funding agencies.**

**Outcome 1.** The Consortium will **review and refine the summative evaluation plan** on a regular basis. Over the three-years of Learning Links, the nature of the data needed for the summative evaluation may change. The Evaluator will meet regularly with the Consortium to continuously up-date evaluation plans.

**Outcome 2.** The Evaluator will collect and analyze all summative evaluation data. The summative evaluation process will make use of all the data compiled in the formative evaluation process. In addition, the following additional activities will take place:

- a. The **Performance Assessment Portfolios of students** exiting the teacher preparation program will be examined by the Evaluator and members of the Faculty Fellows program to look for evidence of knowledge and skills in using learning technology in education.
- b. **Interviews** will be conducted with **students, faculty, teachers** who worked with students in their classrooms (and on-line) and **Mentor Teachers**. The interview will be semi-structured and will allow for full exploration of project impact.
- c. A **likert-type survey** will be developed and sent to **principals and employers** of students the year after they complete the teacher preparation program. The survey will ask about the teacher's level skill in the infusion of technology in teaching and learning.
- d. The evaluator will meet with the Project Coordinator, faculty, all department chairs, and the Dean during the final year of Learning Links, and will put together a document summarizing all **permanent curricular changes** made as a result of the project. In addition, the Evaluator, in consultation with the Dean and Project Coordinator will develop recommendations for additional permanent curriculum changes. The Dean will be responsible for implementing these changes.

**Outcome 3.** The Evaluator will **report the results of the summative evaluation** to the Consortium and the funding agency. A final report, summarizing all Learning Links activities and containing analysis and discussion of all evaluative data will be completed and distributed.

**Outcome 4.** Relevant findings from the summative evaluation will be **disseminated** in the form of research reports and conference presentations. The Evaluator and involved faculty will disseminate information about activities and effectiveness of Learning Links in national-level forums.

## *Learning Links* MANAGEMENT PLAN AND TIMELINE

Please note: 1 = Fall Semester (Aug 15- Dec 20); 2 = Spring Semester (Jan 10-May 14); 3= Summer Session (May 15 - August 14)

### **Learning Links: GOAL I. Extending the Learning Links Consortium and organizing program administration**

Objectives and Outcomes	Person Responsible	Year 1			Year 2			Year 3		
		1	2	3	1	2	3	1	2	3
<b>OBJECTIVE A:</b> Establish the Learning Links Consortia										
A.1 Develop a presentation to potential Consortia members	Johnson/Cheney	X								
A.2 Develop web site for project	Johnson/Cheney/ IRT staff	X								
A.3 Consortium members meet to refine and extend project goals and activities	Dean, College of Education	X	X	X	X	X	X	X	X	X
<b>OBJECTIVE B:</b> Organize project administration										
B.1 Recruit Project Coordinator	Dean, College of Education	X								
B.2 Recruit two GAs from under represented groups, if possible	Project Coordinator	X			X			X		
B.3 Develop Level I and Level II application procedures for interested faculty members	Project Coordinator	X								

### **Learning Links: GOAL II. Implement the Learning Links change component-- Modeling**

Objectives and Outcomes	Person Responsible	Year 1			Year 2			Year 3		
		1	2	3	1	2	3	1	2	3
<b>OBJECTIVE A:</b> Faculty incentives/opportunities for training to model effective use teaching and learning technologies (Level I involvement).										
A.1. Faculty submit proposals to the Dean to participate in the Faculty Learning Fellows program (Level I).	Project Coordinator Dean		X	X	X	X	X	X	X	X
A.2. Faculty demonstrate skill in organizing, developing, and delivering course content through teaching and learning technologies	Project Coordinator GA			X	X	X	X	X	X	X

A.3. Student assignments and projects require the use of technology for finding information, assimilating information, and presenting information.	Project Coordinator GA			X	X	X	X	X	X	X
A.4. Course schedules provide computer lab time for instruction on the new hardware and software	Computer Lab Manager			X	X	X	X	X	X	X
<b>OBJECTIVE B.</b> Pre-service teachers observe and participate in courses where learning technology is modeled by course instructors.										
B.1. Students observe course instructors using learning technology as they teach.	Faculty Fellows			X	X	X	X	X	X	X
B.2. Students demonstrate (assignments and project) the use of learning technology as teaching and learning tools, as reflected in performance assessment procedures.	Project Coordinators Faculty Fellows			X	X	X	X	X	X	X

**Learning Links: GOAL III. Implement the Learning Links change component—Integrating**

Objectives and Outcomes	Person Responsible	Year 1			Year 2			Year 3		
		1	2	3	1	2	3	1	2	3
<b>OBJECTIVE A:</b> COE Faculty make modifications to course content so students will learn specific skills to integrate technology in K-12 teaching and learning.										
A.1. COE faculty submit proposals to the Dean to participate in the Faculty Learning Fellows program (Level II involvement).	Project Coordinator Dean	X	X	X	X	X	X	X	X	X
A.2. Selected faculty modify specific courses so that learning technology infusion is a specific focus	Project Coordinator GA		X	X	X	X	X	X	X	X
<b>OBJECTIVE B.</b> Cadre of Master Teachers identified and involved in Learning Links activities.										
B.1. Criteria developed for the skills and competencies of master teachers for the cadre.	Project Coordinator Consortium Partners	X	X							
B.2. Administrators nominate master teachers for potential involvement in the Cadre.	Project Coordinator		X			X			X	
B.3. Teachers visited to determine the extent to which they meet the established criteria	Consortium Partners Project Coordinator		X			X			X	

B. 4. Members of the Master Teacher Cadre involved in variety of the goals and objectives of Learning Links	Project Coordinator Faculty Fellows				X	X	X	X	X	X
<b>OBJECTIVE C:</b> Methods/pedagogy courses modified to include the infusion of technology in the curriculum content areas.										
C.1. Methods/pedagogy courses include learning technology infusion and a variety of infusion models, as reflected in course syllabi.	Project Coordinator Faculty Fellows			X	X	X	X	X	X	X
C.2. Courses have Master Teacher Cadre guest presenters to demonstrate and discuss, as reflected in course syllabi.	Project Coordinator Faculty Fellows Master Teachers				X	X	X	X	X	X
C.3 Peer observations and coaching in classes verify and provide for continued course enhancements.	Project Coordinator Faculty Fellows				X	X	X	X	X	X
<b>OBJECTIVE D.</b> Pre-service teachers master technology infusion for K-12 teaching/learning in specific content areas.										
D.1. Pre-service teachers demonstrate their <u>knowledge and understanding</u> of technology to improve K-12 teaching/learning.	Faculty Fellows Evaluator			X	X	X	X	X	X	X
D.2. Pre-service teachers demonstrate their <u>ability to use</u> technology to improve K-12 teaching/learning	Faculty Fellows Evaluator			X	X	X	X	X	X	X

**Learning Links: GOAL IV: Implement the Learning Links change component-- Enhancing**

Objectives and Outcomes	Person Responsible	Year 1			Year 2			Year 3		
		1	2	3	1	2	3	1	2	3
<b>OBJECTIVE A.</b> CEP 210 Technology in Teaching and Learning re-designed to add information on trouble-shooting, maintenance, repair.										
A.1. CEP 210 re-designed as 3, 1-credit courses	Johnson/ GA		X	X						
A.2. Current modules in CEP 210 condensed into two credits.	Johnson/GA									
<b>OBJECTIVE B.</b> TMCC involved in the development of course in computer maintenance and repair.										
B.1. A cooperative agreement to develop and offer one-credit CEP 210 component at TMCC lab facilities	Johnson/Doherty		X	X						
B.2 The re-designed CEP 210 courses offered	Johnson/Doherty				X	X	X	X	X	X

<b>OBJECTIVE C.</b> Students assessed on their ability to organize, maintain, and repair hardware/software										
C.1. Assessment procedures developed and incorporated into the performance assessment processes already in place	Johnson/Cheney Doherty				X	X	X	X	X	X
C.2. Data from student performance assessment used to continuously improve the learning experiences.	Cheney/Evaluator				X	X	X	X	X	X

**Learning Links: GOAL V. Implement the Learning Links change component-- Applying**

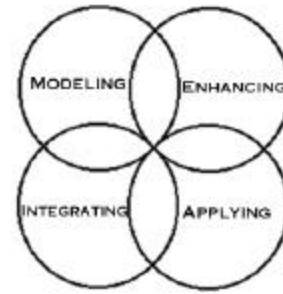
Objectives and Outcomes	Person Responsible	Year 1			Year 2			Year 3		
		1	2	3	1	2	3	1	2	3
<b>OBJECTIVE A:</b> Practica in local classrooms involve future teachers in infusing technology in teaching/learning with K-12 students.										
A.1. Specific practicum courses identified in each program	Cheney/GA	X	X							
A.2. Local classrooms with technology resources identified through Consortium partners	Consortium Members Project Coordinator	X	X							
A.3. Assessment procedures developed and incorporated into the performance assessment processes already in place	Cheney/GA		X	X						
A.4. Data from student performance assessment used to improve the practicum and methodology courses.	Cheney Faculty Fellows Evaluator			X	X	X	X	X	X	X
<b>OBJECTIVE B.</b> Practica in rural classrooms involve future teachers in using technology on-line in teaching/learning with K-12 students.										
B.1. Specific practicum courses identified in each program	Cheney/GA	X	X							
B.2. The <u>Student-To-Student Learning Network</u> established.	Consortium Members Johnson/Doherty	X	X							
B.3. Rural classrooms will be identified, ensure technology is compatible	Consortium Members Johnson/Doherty	X	X							
B.4. Assessment procedures developed and incorporated into the performance assessment processes already in place	Cheney/GA		X	X						
B.5. Data from student performance assessment used to improve the practicum and methodology courses.	Cheney Faculty Fellows Evaluator			X	X	X	X	X	X	X



## Appendix, Section 3

### Project Personnel

This section provides a summary of the background of all key project staff member. Contact information for each person is contained in a table at the end of this appendix



#### **William Sparkman**, Dean UNR College of Education

Dean Sparkman has been a professor of educational leadership, chairman of a department of curriculum and instruction, and the associate dean of research at Texas Tech University. His role in Learning Links will be to provide overall leadership. He is committed to the improvements in the Teacher Preparation Programs that would come about as a result of Learning Links. Dean Sparkman has the decision making power to assure the changes will occur and become institutionalized.

#### **LaMont Johnson**, Professor of Teaching and Learning Technology

Dr. Johnson has been a pioneer in the field of information technology in education. He has written widely in the area of learning technology and is the founding editor of the national, refereed journal, *Computers in the Schools*. He teaches courses at both the graduate and undergraduate level in using information technology to change the teaching and learning process. Dr. Johnson has worked extensively with rural school districts in Nevada. He and a colleague recently spent two years conducting over 100 workshops on how to use the Internet in the classroom across the state.

#### **Christine O. Cheney**, Professor of Special Education

Dr. Cheney has taught a wide variety of graduate and undergraduate courses in special education (including eight courses involving televised distance education), and she is currently the Coordinator of the Special Education Program within the Department of Curriculum and Instruction. Dr. Cheney has been instrumental in the development of the performance assessment procedures that are currently in practice in all components of the teacher preparation program. Dr. Cheney has experimented with the integration of technology in her teaching. She has incorporated an interactive web site involving four case studies into a course on collaboration. In addition, she is currently teaching a web-enhanced course using **WebCt** software.

#### **Vernon Luft**, Associate Dean

Dr. Luft has established himself as a highly effective teacher, advisor, and researcher in occupational education. He is the past chair of the Department of Curriculum and Instruction and is closely involved with the college's continuing accreditation with NCATE. He is a strong advocate for using technology in teaching and learning. Dr. Luft will play an important role in Learning Links by mentoring and encouraging faculty to make the changes outlined in this project. In addition he will ensure that formative evaluation data result in continuous program improvements.

**Steve Cavote**, Research Associate

Mr. Cavote is an administrative faculty member in the Research and Educational Planning Center of the College of Education. He has extensive experience as a counselor and a classroom teacher. He is currently completing his doctoral program in Educational Leadership with an emphasis on Program Evaluation. He has worked previously on the evaluation of the Mountain West Additional Technology Transfer Center, evaluation of school-to-work projects with the Nevada State Department of Education, and is presently evaluating student retention programs at the University of Nevada, Reno. Mr. Cavote will be responsible for organizing and conducting the evaluation activities of Learning Links.

**William Doherty**, Technology and Network Coordinator

Mr. Doherty is currently in charge of the Technology and Network program at Truckee Meadows Community College. He has extensive background in the development and maintenance of computer hardware and software. Mr. Doherty will be instrumental in the re-design of CEP 210 to include instruction for future teachers in trouble-shooting, emergency repair, and basic maintenance of computer networks. He has arranged for the equipping of a 25-station computer lab that will be used on a half-time basis by the preservice teachers served by Learning Links.

**Contact Information for All Personnel**

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<p><b>William Doherty</b> Technology Coordinator</p>	<p>Truckee Meadows Community College 7000 Dandini Blvd. Reno, NV 89512</p>	<p><b>Phone:</b> 775/673-7512</p>