

# Tech Talk

Amphitheater School District

Department of Information Technology

## Are We Preparing Our Students for the 21<sup>st</sup> Century?

By Patti Greenleaf

What are the skills students need to be prepared to become productive citizens of the 21<sup>st</sup> century? The Partnership for 21<sup>st</sup> Century Skills, a coalition of representatives from both the private and public sector, has issued a report entitled *Learning for the 21<sup>st</sup> Century* which illustrates how schools can best prepare students to become successful in the 21<sup>st</sup> century. The report highlights six key elements that schools should be concentrating on. The elements include:

**Emphasize Core Subjects:** The report supports No Child Left Behind's emphasis on the core subject but also states the importance of going beyond competency to understanding these subjects at a much higher level.

**Emphasize Learning Skills:** Although knowing core content is vital, the ability for students to know how to become life-long learners is also vital. These skills include "information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills."<sup>1</sup>

**Use 21st Century Tools to Develop Learning Skills:** Technology will be our students' future, both personally and in the workforce. It is imperative that these tools are integrated into education to

help students develop the necessary learning skills. Students should be proficient in information and communication technologies (ICT) literacy. For information on ICT literacy refer to the chart on page 2 which is excerpted from the *Learning for the 21<sup>st</sup> Century* report.

**Teach and Learn in a 21st Century Context:** The context in which academic learning occurs needs to reflect the 21<sup>st</sup> century. Students need to learn through "real-world examples, applications, and experiences both inside and outside of school."<sup>1</sup>

**Teach and Learn 21st Century Content:** The report believes that certain content essential for the 21<sup>st</sup> century is missing or not covered in depth in many state standards. These content includes:

- Global awareness
- Financial, economic
- Civic and Business Literacy<sup>1</sup>.

**Use 21st Century Assessments that Measure 21st Century Skills:** Standardized tests need to be high quality and measure performance based on elements of a 21<sup>st</sup> century education. Also, a balance of classroom and standardized assessments needs to be incorporated to assess students' mastery of skills needed in the 21<sup>st</sup> century.

For years, educators have known that we need to provide core content, teach students to think about learning and learn how to learn, and provide them with technological skills for their future. There have even been other

reports that talk about many of these same skills. The difference is that while the other reports talk about technology, the *Learning for the 21<sup>st</sup> Century* report stresses "we need to prepare students for a world that is vastly transformed by technology, making it necessary to constantly learn and adapt"<sup>2</sup> according to John Wilson, vice chair of the partnership.

The Partnership for 21<sup>st</sup> Century Skills provides resources for schools and districts in their quest to prepare students with the 21<sup>st</sup> century skills they will need. Not only have they developed the report, they have also published *The 21<sup>st</sup> Century Skills Mile Guide: Creating a new model of learning* which allows schools and districts to assess where they are in regards to teaching and assessing the 21<sup>st</sup> century skills. At their website, [www.21stcenturyskills.org](http://www.21stcenturyskills.org), you can download the *Learning for the 21<sup>st</sup> Century* report, see their *9 steps to build momentum*, obtain a copy of *The 21<sup>st</sup> Century Skills Mile Guide: Creating a new model of learning*, or take an online assessment of the *Mile Guide*.

### Sources for this article:

<sup>1</sup>*Learning for the 21<sup>st</sup> Century*<sup>1</sup> report and <sup>2</sup>**Technology & Learning** October 2003 article *21<sup>st</sup> Century Skills: Will Our Students Be Prepared?* To obtain a copy of the *Learning for the 21<sup>st</sup> Century* report visit [www.21stcenturyskills.org](http://www.21stcenturyskills.org). To see an online copy of the *21<sup>st</sup> Century Skills: Will Our Students Be Prepared?* article go to [www.techlearning.com/story/showArticle.jhtml?articleID=15202090](http://www.techlearning.com/story/showArticle.jhtml?articleID=15202090).

## ICT LITERACY FRAMEWORK OF THE PARTNERSHIP FOR 21ST CENTURY SKILLS

LEARNING SKILLS +	21ST CENTURY TOOLS =	ICT LITERACY
THINKING AND PROBLEM-SOLVING SKILLS	Problem-solving tools (such as spreadsheets, decision support, design tools)	Using ICT to manage complexity, solve problems and think critically, creatively and systematically
INFORMATION AND COMMUNICATION SKILLS	Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools)	Using ICT to access, manage, integrate, evaluate, create and communicate information
INTERPERSONAL AND SELF-DIRECTION SKILLS	Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools)	Using ICT to enhance productivity and personal development

SOURCES: American Library Association,<sup>31</sup> Association of College and Research Libraries,<sup>32</sup> The Big6,<sup>33</sup> Center for Media Literacy,<sup>34</sup> Educational Testing Service,<sup>35</sup> International Society of Technology Educators,<sup>36</sup> International Technology Education Association,<sup>37</sup> National Skill Standards Board,<sup>38</sup> North Central Regional Educational Laboratory's enGauge,<sup>39</sup> the Secretary's Commission on Achieving Necessary Skills (SCANS),<sup>40</sup> and the State Educational Technology Directors Association.<sup>41</sup>

### Saving Our Budget, Saving Our Planet

By Teresa Fritton

I introduced the idea of electronic Notes Home about two years ago to the Wilson Site Council, and though it was discussed from time to time, the idea never came into fruition until late last year. The idea was approved by our Site Council, and just before the winter break, I set about putting the plan into action.

The first mass mailing concerning the idea went out in Notes Home, and yielded roughly a fifty percent response from parents. Two additional notices were sent, drawing in a response that equaled almost ninety percent of all Wilson families. Those that never responded were left receiving a hard copy.

The first few editions of electronic Notes Home were posted to the Notes Home website as scanned documents. This introduced the problem of an extremely long wait time for people downloading the information. I began to change the

formatting, decreasing the amount of scanned documents (which are read by computers as images) and replacing them with the original electronic version of the information. This has substantially decreased the download time, and most of the "bugs" were worked out of the system before this school year began. I now update Notes Home on a weekly basis, and have compiled a listserv to notify families when the site has been updated.

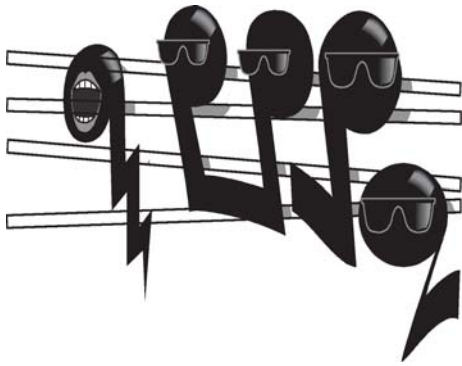
In a time period where Arizona schools are faced with the prospect of substantial budget cuts, it is in our best interest to support projects such as these as widely as possible. Though there may always be families without Internet access, and there will ALWAYS be families that prefer a hard copy to peruse at their leisure, I hope to have as many Wilson families as possible accessing their Notes Home via the Internet by the start of the next school year.

What do you need to make this possible at your site? First and foremost, any questions, comments, or concerns should be sent to you

directly via email or phone. In addition to this, any person or group that wants to post information in your Notes Home should also be instructed to email the document to the school as an attachment. This alleviates the confusion that inevitably results as you attempt to track down the origin of documents.

As educators, both professionally in the classroom, and personally within the homes, this project shows your students that we can save money to help the school, save paper to protect the planet, and recognizes the unavoidable technological advancement of our community as a whole.

Haven't been to my site yet? Check it out at [www.amphi.com/~wilson/noteshome](http://www.amphi.com/~wilson/noteshome) and let me know what you think. If you're interested in starting an electronic version of your site's Notes Home or other school to home communication, feel free to email me at [tfritton@amphi.com](mailto:tfritton@amphi.com) or give me a call at 696-5864. I would love to start a revolution with this thing. **Save your budget, save our planet!**



## Notes from the Director

*By David Fernandez*

### Welcome, Zach!

The IT Department welcomes our newest employee, Zach Grages, who is working as a courier for



Graphics and Printing. He loves to read, listen to music and fish. He also bowls and loves movies. He was born in Minnesota and loves Lord of the

Rings books and movies.

Zach has been married for five years to Wendy and is the father of Elijah who is 3 1/2. He moved here from Dallas, Texas in October of 2002.

Please welcome Zach to the District as you see him delivering your orders!

### MAP Testing Update

During the month of December, 13 schools participated in winter MAP testing. Josh Shoffner spent many hours preparing the computers at the schools for testing.

Unfortunately, Josh had an accident while playing basketball with friends and required some ankle surgery. During his absence, Chris

Bonhorst took Josh's place and made sure that testing ran smoothly. Thank you Josh and Chris!

### E911

Tom Gill has completed our District's Enhanced 911 (E911). It was a long and arduous process, but successful. This service gives a specific read-out to 911 operators, to specific room numbers and extensions on all District sites. This makes a more accurate response for emergency services. The service was tested by accident when Tom replaced my office phone and inadvertently dialed 911. The sheriff's department called me back and I had to explain that this was a mistake – but we now know it works!

### Instructional Update!

Teachers at all the school sites took the Instructional Technology Plan survey to identify how they are using technology in their classroom and to instruct students in its use. The survey results were compiled and the charts and graphs are being sent to the schools.

We have bought the equipment for the Ed Tech Grant participants and thanks to Sheri Sense, we have ordered computers, projectors, and cameras and scanners for the participants depending on their level. Teachers have been coming to class weekly and have turned in their second lesson.

Peggy Steffens attended the State Forum on School Completion sponsored by NAU, U of A, ASU and the ADE. The major concern was how dropout rates are calculated and the variety of ways

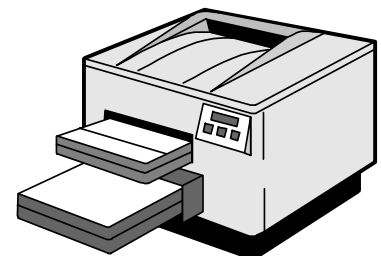
different states communicate this information.

The incredible Nicole Stephens updated the Technology web page to the new Novus Teacher Web pages and it looks great. It was a daunting task to convert all of the web pages from HTML and the new look is wonderful.

## Print Job Quality

*By Sue Sledge*

Most computers in the district are connected to either a local or network printer for your printing needs. A local printer is a printer that is only connected to one computer and no one else can print to it. A network printer is shared, that is, several users may print to it. If you experience black vertical lines on your laser printer print jobs, try changing the toner cartridge – even if it is relatively new. Quite often, this solves the problem. If you are experiencing toner “dust” on your copies you may want to run a cleaning sheet through the printer. They are available through Office Depot or ask your Technology Specialist to contact me for one as I have a limited supply available. If you still have a problem with print quality that your Technology Specialist can't resolve, a district repair technician may need to schedule a service call.



## Technology Website Makeover

By Nicole Stephens

As you may or may not have noticed, the technology website changed dramatically in November. The site has been completely redone using the Novus Teacher Web system. As with any change such as this, it may take a while to get reacquainted with how to find the information you need. In an effort to make this process easier for the users, I will explain where to find commonly requested information from the technology homepage [www.amphi.com/departments/technology/](http://www.amphi.com/departments/technology/).

### Materials from technology

**classes-**Oftentimes you may need information about one of the topics covered in a technology class. Perhaps you misplaced the handouts you received in class or are unable to attend a class at the time it is offered. All you have to do is click on the link for Training Materials near the middle of the Technology homepage. This will take you to a page where you can select the class materials you need by topic.

**Technology Price Sheets-**If you need to purchase a new computer, printer, scanner or other piece of equipment, this is the place for you. This page contains information about all of the equipment the Technology Department recommends, repairs and supports along with price quotes for each product. You can access this information by clicking the Price Sheets link in the white section at the top of the technology homepage.

**Internet Configuration-**In order for your Internet, audio/video player, Instant Messenger, or FTP to work properly, it must be configured for the District's proxy settings. To find information on how

to configure each of these devices, click the Internet Configuration link in the left navigational bar.

### Software and Web page

**Specifications-**The Technology Department has certain specifications in effect with regards to the software that is allowed on District computers and content allowed and required on District websites. The software specifications are divided into three categories and detail the level of technical support each category will receive. The specifications detail these categories and provide examples of software from each. The web page specifications detail the purpose of District web pages, content the site must contain and content that is not allowed. To find the software and web page specifications, click on the Guidelines link in the white section at the top of the technology homepage. Then click on the appropriate link that is displayed on the page that appears. You can also find the District's Acceptable Use Policy, Movie/Video Policy, Computer Repair and Installation Procedures, information about the Technology Strategic Plan, and State Technology Standards under the Guidelines section.

**Security Alert-**If you need information about the best ways to protect your computer from attacks by viruses, this is the place. Here you can find links to virus warnings and security basics that will help you to secure your computer. Simply click on the link that says Security Alert along the left navigational bar to access this page.

Hopefully this will help you to find some of the information that you need from the Technology Department. This list is by no means inclusive, so if you have any

questions about where to find something, please don't hesitate to call (696-5215) or email [nstephen@amphi.com](mailto:nstephen@amphi.com).

## Enhanced 911 Services are Installed

By Tom Gill

After months of preparation the Enhanced 911 (E911) system has been installed district-wide. The E911 system provides specific phone extension identification to 911 operators. This specific identification includes the address, phone extension, and room number (the old system only displayed the site's "red phone" number with the address). When a 911 call is made, the identification information is accessed through a secure database and displays Caller ID information to 911 Emergency Services. This database is continuously updated to reflect phone moves, adds, or changes that may happen throughout the district, insuring accuracy of the information displayed to the 911 operators. Obviously, E911 helps in assuring safety by promoting a more precise response from Emergency Services. But also knowing the specific extension and room number that the E911 system displays to Emergency Services would help in limiting the number of "accidental" or "crank" calls, which, in turn would help in eliminating false alarms.





## Internet Update

By Peggy Steffens

Here are a variety of Internet sites that are useful for students and teachers. Check them out.

**How Everyday Things are Made** - provides descriptions and videos of over 40 manufacturing processes, including jellybeans, chocolate, airplanes and more. These videos are great to display on your AverKey to the entire class.

[manufacturing.stanford.edu/](http://manufacturing.stanford.edu/)

**Sing Along Songs NIEHS Kids Pages** – provides the music and lyrics to many popular children’s songs.  
[www.niehs.nih.gov/kids/music.htm](http://www.niehs.nih.gov/kids/music.htm)

**Comparing Properties of the Mean and Median** – provides a great interactive applet to show students how arranging seven numbers affects the mean and median. This is a great site to show on the AverKey for full class discussions or to use in a lab or center to have students discover the influence of changes in data values on the mean and median.

[standards.nctm.org/document/examples/chap6/6.6/](http://standards.nctm.org/document/examples/chap6/6.6/)

**Flash Card Exchange** – this is a great site to share with students for use at home or for the one computer in your classroom. Students can view the flashcards online, have a variety of study options, play a “Concentration” type memory game and if they join for a free membership they can print the cards and have more options.

[www.flashcardexchange.com](http://www.flashcardexchange.com)

**Element Flash Cards** – an activity for students learning the information on the Periodic Table of Elements. Students are provided with an element and then they have to supply its chemical name, its chemical symbol or its atomic number.

[education.jlab.org/elementflashcards/index.html](http://education.jlab.org/elementflashcards/index.html)

**A+ Math Flash Cards** – provides math flash cards for students on addition, subtraction, multiplication, division, rounding, and square roots. The site allows you to create your own flashcards.

[www.aplusmath.com/Flashcards/index.html](http://www.aplusmath.com/Flashcards/index.html)

## Excellent Site for Teaching Reading

By Peggy Steffens

If you teach students how to read and you haven’t seen the Starfall site then you need to check it out immediately. Emerging readers should go to [www.starfall.com](http://www.starfall.com) and click on **Learn to Read**. There are numerous books, games, and movies that are excellent. For example, in the book *Zac the Rat* students read along with a story that focuses on the short ‘a’ sound. Students can click on words

that they don’t know and it pronounces the word phonetically for them. In the game portion, students are given an ending such as “an” or “at” and asked to make words from the picture and listen to the reading of the word. As students click on each letter, it is pronounced for them. When they move the correct letter into the space the word is pronounced phonetically. The site has activities for all of the short and long vowel sounds. You could use this site with your AverKey for whole class activities, as a center, or in a lab situation. This is also a great site to tell parents about so that they can practice with their children at home or the local library.

The site is a result of the work of the Polis-Schutz family. When Stephen Schutz was a young child, he struggled to read and was at the bottom of his class in reading. He now has a PhD in physics and wanted to create a program to help children learn to read. Stephen’s wife is the poet Susan Polis Schutz and she was a teacher in New Jersey and New York City in the 1960s. The Polis-Schutz family is pursuing their educational goals by providing [www.starfall.com](http://www.starfall.com) as a free on-line service to help children learn to read. Take advantage of this great site.



## Archiving Mail In GroupWise

By Patti Greenleaf

If you are like me you have gotten a message from GroupWise when you try to send a message that your mailbox is almost full and you should clean it up. You will get this message when your mailbox becomes 60% full. One solution to this problem is to delete mail from your mailbox.

However, if you are also like me, you might have messages that are important that you do not want to delete.

GroupWise has a feature that allows you to archive items that you don't want to delete. The archive takes the message out of your mailbox that lives on the server (where you only have a set amount of space) and places it in an archived mailbox that you can access. This archived mailbox most likely is on your hard drive but you determine where you want to have your mail archived. You will be able to view this message in the archive from your local machine; however, you cannot access your archive from other machines because it lives on your hard drive.

You will first want to decide where you want to save your archived mail and create a folder there to save the archived mail. I have a folder on my hard drive's My Documents folder that I called GroupWise. Follow the steps below to create the archive folder, set up that location in GroupWise, and to start using the archive. If you have any questions about the steps, you can call me at 696-5218.

### To Create the Folder for Archive

Click on the location where you want the folder. (i.e. The My Documents Folder)

Right mouse click on an empty area in the folder and slide down to **New** and select **Folder**.

Give the new folder a name. (i.e. GroupWise)

### To Set The Location For your Archive in GroupWise

On the Menu select **Tools** and slide down and select **Options**.

Click on the **Environment** button.

Click on the tab that says **File Location**.

The first box will be labeled Archived Directory. If this box is empty you will have to select the place you want to archive your mail. If there is information in this box the Archive directory has already been set.

To set or change the directory **click on the yellow folder** icon to the right of the box. You will now browse to the folder you created.

In the window that appears click on the location that you created the folder. (i.e. My Documents) then scroll down and click on the folder you created. (i.e. GroupWise)

Click **OK**. You should now see the path to the location in the box labeled Archived Directory.

Click **OK**.

Click **Yes**.

Click **Close**.

### To Archive an Item in your Mailbox

Click on the item to highlight it. (To archive several items at once click on the first item you want to archive to highlight it. Hold down your CTRL key as you continue to select items. This will cause all items to be selected.)

On the Menu select **Actions** and slide down and select **Archive**.

Repeat the process for other items you want to archive.

### To Access your Archive

On the Menu select **File** and slide down and select **Open Archive**. This will take you to a Window that looks almost exactly like your mailbox but you will only see the items you have archived.

### To Return to your Active Mailbox

If you are in your archive, on the Menu select **File** and slide down and select **Open Archive**.

### Technology Department Important Phone Numbers

Media Center	6214
Registration Hotline	5078
Repair / Service	5078
Installations	5078
Network Service	5078
Claudio Araya	6214
Raul Bejarano	6213
Chris Bonhorst	5222
Janice Brandt	4055
Seth Butler	5192
Richard Coca	6215
Deborah Darthard	4055
David Fernandez	5216
Steve Frost	5182
Tony Garcia	6216
Tom Gill	5220
Sheri Gimlin	6198
Zach Grages	4055
Patti Greenleaf	5218
Jamie Gurulé	4057
Gordon Larsen	6200
Will McCullen	5221
Jerald Osterbaan	4055
Jean Scott	5161
Sheri Sense	5212
Joshua Shoffner	5223
Sue Sledge	5214
Chris Snyder	5162
Peggy Steffens	5213
Nicole Stephens	5215
Matt Weber	5179

## Chat Room Doom and Learning With Technology at Coronado

By Victoria and Julie  
Coronado 7<sup>th</sup> Grade Students

Chat rooms aren't as safe as you might think. Take Shannon for example. She thought she was being safe when talking to her on-line friend, GoTo123. Little did she know, the seemingly unimportant information she was giving out was just enough—and the fact that she put her name, birthday, state, and hobbies in her member profile didn't help her much either. GoTo123 tracked her down by using the information he had. He knew she lived in North Carolina because of her profile and he knew she lived in Canton because she mentioned that she played second base for the Canton Cats—and she told him her jersey number! He found her at her softball game and followed her home. She was shocked to find out that GoTo123 was NOT a 14-year-old boy from Michigan, but he was actually a 40-year-old undercover cop. He was looking for kids practicing unsafe Internet activities. She was surprised that the little information she gave out led GoTo123 right to her home!

After we completed a worksheet on the dangers of chat rooms and the precautions we should take when being in them, we wrote a letter to our parents explaining what we learned because they don't know much about chat rooms (computers weren't around back then.) But this lesson was just as educational for us as it was for our parents. The letter we wrote to our parents was worth 25

points if we brought it back signed by at least one parent. Our parents thought it was a great assignment and so did we. They said that it was informative and very original.

"I'm a lot more cautious when I go into Chat Rooms now," says Julie. "Personally, I think chat rooms are evil so I don't go into them," Victoria stated. Two different opinions, two different choices, two different people, but still two best friends.

This, among other things, is what we learned in our 7<sup>th</sup> grade computer class. It's a good thing we learned about this now, compared to when we end up getting tracked down by some stranger with bad intentions. It was a very informative assignment, and it is going to be helpful later in life.

This lesson on Chat Room Dangers can be found at: [www.amphi.com/~technology/standards/lessons/edtech/booth5.html](http://www.amphi.com/~technology/standards/lessons/edtech/booth5.html)

## Are You Backing Up your Web Page Favorites and/or Bookmarks?

By Patti Greenleaf

Our department has stressed to users the necessity to make backups of important files. It recently came to my attention though that while many people are making backups of their files; they didn't realize that they should also make backups of their Favorites (Internet Explorer) or Bookmarks (Netscape). This can result in a user losing his/her links to all of his/her favorite websites. Below are the steps to save either the

Favorites or Bookmarks file. You would save these files to the same place that you have saved the rest of your backup files.

### Saving (Exporting) your Favorites in Microsoft Internet Explorer

Create a folder on the desktop, your server folder or floppy to save the exported file.

On the Menu Bar, select **File** and then slide down and select **Import and Export**.

Click **Next**.

Select **Export Favorites** and click **Next**.

On the next screen make sure your Favorites folder is highlighted. (If you only want to save a specific folder in your Favorites folder then select only that). Click **Next**.

Select **Export to a file** and then click **Browse** to find the folder you created in Step 1. Then click **Open and/or Save**. Click **Next**.

Click **Finished**.

### Saving (Exporting) your Bookmarks in Netscape Navigator

Create a folder on the desktop, your server folder or floppy to save the exported file.

On the Menu Bar, select **Communicator** and then slide down to **Bookmarks** and select **Edit Bookmarks**.

In the Bookmarks window select **File** on the Menu Bar and slide down and select **Save As**.

Leave the bookmark name called bookmark.htm or give your bookmarks a one-word name.

Select the location where you want to save the file.

Click on **Save**.

## Educational Technology Conference in Tucson

Annette Lamb and Keith Kay to be Keynote Speakers

By Peggy Steffens

The 12th Annual Teaching and Technology Conference will be held on Saturday, January 31, 2004. The conference will be held at Tucson High. Registration starts at 7:15 a.m. and the keynote speaker begins at 8:00 a.m. The conference ends at 2:45 p.m.

This year there will be two keynote speakers: Ken Kay will start the day talking about 21st Century Skills and the day will end with Annette Lamb talking about Technology in Today's Classrooms. Ken Kay is a major voice in defining the potential of information technology in critical areas such as education. Annette Lamb is a favorite of many Amphitheater educators who use her Eduscapes and 42 Explore websites; she is a former media specialist and teacher who presents wonderful ways to integrate technology into the reading curriculum. Come listen to these dynamic presenters.

The conference will also feature exhibitors and presentations on the Internet, multimedia, telecommunications, curriculum integration, and presentation graphics. Registration information may be obtained on the web at [www.ed.arizona.edu/techconf/](http://www.ed.arizona.edu/techconf/) or by contacting your Technology Coach, Patti Greenleaf, or me. Several schools send groups of teachers to make the learning more meaningful. This is a great way to share and learn together.

## Amphi Teacher Web Update

By Peggy Steffens

It is great to see so many teachers creating web pages to use with their students in the classroom and computer lab and as a tool to communicate with parents. One Amphi teacher, Judy Shorrock, commented, "I find I rarely speak to parents on the phone these days. Just about all of my communication is via email or my website and the parents really prefer this type of communication."

The highlighted site for this issue of *Tech Talk* is Lisa Nickerson's Kindergarten page. She has done a fabulous job making her site Kindergarten friendly with large fonts. She has shared pictures of students and what they are doing in her classroom, along with educationally appropriate Internet sites and ideas for parents. You can check out Lisa's page at [www.amphi.com/teachers/lnickerson/](http://www.amphi.com/teachers/lnickerson/).

### Amphi Teacher Web Tips

#### Limited Number of Characters in a Text Box

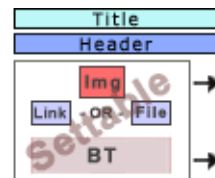
Have you ever had your text go away in a text box? If the answer is yes, it is probably because you have exceeded the number of characters allowed in a text box. When this has happened to me all of the text I previously had entered disappeared. Often I select the Body Text box and put in my own HTML code. We have learned that in any text box you can't exceed about 7800 characters.

If you plan to use more, then select a template that has repeating text boxes and you can enter approximately 7800 in each box.

### Adding Photo Gallery

Many teachers want to add a photo gallery of pictures of activities and student work in their classroom to their Amphi Teacher Web page. It is a great way to share with parents the exciting things you are doing in your classroom. Remember that the parents or guardians must have given permission for students' pictures and work to be displayed on the Internet when they signed the District Acceptable Use Policy. Check with your Tech Coach if you have questions about this form.

The best way to add a photo gallery is to follow these steps:



Select the Settable Table Elements for the layout. On the template change the following numbers:

2. Number of Elements across – change to 2
3. Max Width of Image – change to 300
4. Max Height of Image – change to 300

Click on the **Save** button at the top or bottom of the page.

Now you can click to add pictures and captions for each of your pictures. This is a repeating template, so when you fill up the available boxes, click on **Save** and you will be given more boxes.

## Using the Personal Data Center in SASIxp

By Steve Frost

The two bays on the right side of the Message Center provide you with a Personal Data Center. The Personal Data Center enables you to display supplemental dates (from the Student file only) as you work in atom forms that do not contain fields for that data. Each data bay holds two fields so you can display up to four fields in the Personal Data Center. For example, you may want to have any information such as Internet Permission, which is not readily visible, but often accessed, stored in the Personal Data Center.

### SASIxp Software Considerations

- As you display different records within an atom, data in the information bays displays for the current selected record.
- As you open different atoms, the fields used in the information bays remain the same. You can select new fields at any time.
- Data does not display in the information bay fields if there is no link between these fields and the current form. For example, Parent/Guardian data does not display if you are working in the Teacher form.

### Selecting Fields for Information Menus

1. Open the Student atom.
2. Click and hold any available data field even if it is blank. A dotted line displays around the selected field.
3. Drag the dotted outline over one of the Personal Data Center fields and drop it

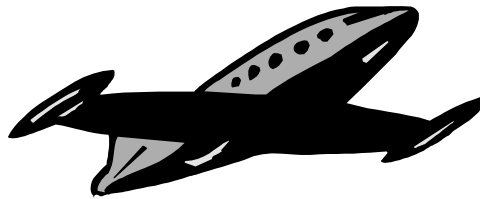
there. The system activates the selected field within the Personal Data Center.

### Replacing Fields in Information Menus

1. Open the Student atom.
2. Click and hold any available data field in the form even if it is blank. A dotted line displays around the selected field.
3. Drag the dotted outline over a Personal Data Center field that already contains an active form field and drop it there. The system activates the newly selected data form field in the Personal Data Center.

### Removing Fields from Information Menus

Hold down the Option key (Macintosh), the Alt key (Windows), or the right mouse button (Windows) then click each field you want to remove. The system removes the field from the Personal Data Center.



### Tune Up your PC to FLY!

By Seth Butler

Many PC's around the district have not been "Tuned up" in Win95/98 workstations. I don't mean replacing spark plugs, but actually cleaning unneeded files that accumulate in Windows or being updated for your Operating System. This can generally be handled by a visit from a technology specialist.

There are three areas I recommend checking:

1. In the C:\windows\temp directory. This directory can be too full; anything over 5 Megabytes is too high for this directory. Look to the bottom of the screen for this number.
2. In "My Computer," by right clicking on the C:\ drive letter and selecting properties you can tell if you are low on disk space. Minimum should be 300 Megabytes of free space. If this is the case, then most everything will not run or will run slowly.
3. Right click on the "My Computer" icon and select properties. On this first page you should be running Win95 version B, Win98 version 2 (or above).
4. Also on the same page you should see the Manufacturer and Memory at the bottom of the window. In most cases you should see 32 or 64 Megabytes for memory. Anything less should be upgraded if possible. For the HP Tower version of CPU we have some memory available to increase it (VL6 series 7 - listed on the bottom right hand corner of the case).
5. Other things to look at are anything that you don't use on your Task Bar. These programs slow the system down. If they are unneeded, you can run the uninstall feature from the Start Button, Programs menu if available, or use the Control Panel's Add/Remove program feature.

Note: I highly recommend a technology professional fix these issues if they exist on your computer. Our hotline number is 696-5078. Option #2 is the repair hotline which this would fall under.

## Graphics and Printing

By Jamie Gurulé

When you think of the Graphics and Printing Department what picture comes into your head? Do you see a plethora of copy machines at the verge of incineration because of the vast amounts of wattage running through the wiring? Do you envision piles of paper somewhat in disarray like a pack rat saving the last decade of newspapers? Do you imagine technicians in coveralls sporting safety goggles? Or maybe you perceive overall-clad people standing in front of copy machines with heavy-duty staplers in each hand watching and waiting for each piece being copied to be completed. Well... Graphics and Printing is more than copy machines and heavy duty stapling. We produce handouts, homework sheets, brochures, sports programs, newsletters, cookbooks, calendars, booklets, programs, invitations, nametags, posters, carbonless forms, transparencies, and much more! In the past six months the Graphics and Printing Department has produced over 13 million copies. 13 million... that's a lot of paper!

For the past several years this department has serviced Amphi School District with the ability to mass-produce photocopies with minimal cost to the schools. Now it is time to go the next level. That level includes the "Graphics" in the title Graphics and Printing. We are hoping that you will entrust to us your graphic design needs in the future. Why? Excellence. Have you ever seen a brochure or a sport program that just grabbed your attention and thought, "I wish I could handout something like that." Do you want to upgrade your newsletter to be eye catching as well as informational? Or

maybe you just want to update your logo. Well, now you can - all you have to do is envision the plan and the rest is up to us!

At Graphics and Printing we want you to see us as part of your team offering you an invaluable service. Want more information on what we can do to help you? Call me at 696-4057 and I would be glad to stop by and talk with you personally about your school's individual needs and the options you have.

## Margaret O. Brown Library Web Page Now On-line

By Ron Nason  
Librarian AMS/Prince

Do you want to find out about some of the over 44,000 books in the Margaret O. Brown library serving Amphi Middle School and Prince Elementary School? Want to use the Ebsco online database for research? Want a place to access other search engines besides Google? Want to find out more about the Margaret O. Brown Library? The answer to these questions and more can be found at: [www.amphi.com/ams/index.htm](http://www.amphi.com/ams/index.htm), the new library web page for the Margaret O. Brown Library. Coming soon to the web page will be tips on how to conduct research and lists of books recommended by the American Library Association as well as students from Amphi Middle School. We encourage you to browse to the Margaret O. Brown Library web page next time you're online.

## Constitutional Crier

By Dennis Ritchie  
La Cima Middle School

As a former newspaper editor before I became a teacher, I wanted to give students a chance to do research and writing in newspaper style as part of my 8<sup>th</sup> grade Social Studies classes. During the first quarter, I divided the students into groups of three or four to research and teach a particular part of creation of the U.S. Constitution. As part of their project, which each team researched using the Internet, the teams wrote a newspaper story about their particular event or angle. Many of these stories were written on a school computer or at home. Several of the students emailed their stories to me, and some students gave me copies on floppy disks. I used these copies, and typed the rest, to make up a four-page (on tabloid paper) Constitutional Crier. This gave students a chance to be "published" and these newspapers served as study guides for a major test on the Constitution. Parents have enjoyed seeing their children's names in print, and students are anxious to do it again. I expect that I'll get a higher percentage of final drafts turned in now that students know that those drafts will be used for the next paper. I hope to do one of these each quarter. I'll probably have students research major Supreme Court cases for the second quarter's Judicial Branch unit. I used Adobe InDesign software to create the newspaper, and hope to have a pdf version available on my teacher website.



## Appointment Acceptance Message Rule

By Sheri Sense

GroupWise has a great appointment feature that more and more people are using in the District. When Appointments are made, they are sent looking like emails. After the recipient opens the email/appointment, he or she can "Accept" or "Decline" the requested appointment. Once it is "Accepted" it automatically is put into the calendar of that person.

Here's something you may not know. You can create a "Rule" in GroupWise that automatically sends a message back to the person who requested the appointment upon your acceptance of it. If you'd like to do this, here are the simple steps to create the rule:

- 1) Go to **Tools** in the taskbar of GroupWise.
- 2) Click on **Rules**.
- 3) Select **New** and name it **Appointment**.
- 4) Under **When Event is** change it to **Filed Item**.
- 5) Select the folder on the right side and click on **Calendar**. This should put "yourname\calendar" in the little window. Click **OK**.
- 6) Click on the **Appointment** button under **Item Type**.
- 7) Click on **Add Action**. Then click **Reply...** and **Reply to Sender**.
- 8) Write your message in the box, (i.e., "I wanted you to know that I accepted your appointment. If I need any additional information about the meeting, please email me or call Ext. 0000").
- 9) Hit the **OK** button, then **Save** and **Close**.

By creating this Rule, you will be sending an automatic email to the appointment sender of your acceptance. If you decline the meeting, this message will not go out. Good luck – call or email me if you have any problems with this!

## URL Spoofing – Be Aware

By Peggy Steffens

You should be aware of a new problem on the Internet known as "URL Spoofing." You are susceptible if you use Internet Explorer, Microsoft Outlook Express, or Microsoft Outlook. You might ask, "What is URL Spoofing and how does it affect me?" URL spoofing occurs when someone creates a link to a deceptive, spoofed, web page without your knowledge. The URL address looks like a legitimate address and the web page looks legitimate and the address in the Status Bar, Address Bar and Title Bar all appear to be legitimate. You care because, if someone sends you a link to update information on your bank account and they send you to a spoofed site you will be giving your account numbers, passwords, and other sensitive information to someone who could use them at the real bank site. You will have no idea that you are at the spoofed site because everything will look genuine.

If you would like to learn more specifics and see an example of clicking on a spoofed site, visit <http://209.238.26.56/spoof/>. In the example, you click on a link that says it is going to [www.microsoft.com](http://www.microsoft.com), but it actually takes you to a site on eBay (eBay is blocked in our District). Everything about the link and address bar makes you believe you are at the Microsoft web site, but you are taken to <http://www.microsoft.com%00@ebay.com/>

instead of the URL you clicked on which just shows [www.microsoft.com](http://www.microsoft.com).

At the time this article was written, Microsoft does not have a fix to the problem, but here are some ways to protect yourself. Don't trust the HTML formatted hyperlinks in your email. Do not click on the link in your email, but go to a browser and type in the URL address yourself. The place most malicious people will execute this spoofed URL is in emails but you might experience them on web pages as well. Hopefully this will be fixed in the next patch from Microsoft, so be sure you are performing the Windows Updates on your computers.

## 5<sup>th</sup> Grade Rocking

By Julie Valenzuela  
Prince Elementary

Wow! Our class is really Rocking! The Fifth grade students of Prince Elementary are creating Rock and Mineral Journals using Trackstar <http://trackstar.hprtec.org/main/display.php3?track-id178098>. There is a wealth of information on this website. Not only are they having fun identifying the rocks, they are comparing, classifying, and analyzing the different types. We created a desktop shortcut from Steffen's Educational Resources to Trackstar.





## **A Message From Claudiovisuals**

*By Claudio Araya*

With January being Civil Rights month, we would like to focus on some of the videos, laserdiscs, and CD-ROMs related to ethnic and minority studies. All these titles are available for checkout from the Media Center.

### **LD 218 500 Nations**

Narrated by Kevin Costner, 500 Nations is an eight-part documentary that looks at life in North America before the arrival of Europeans. It follows the epic struggles of Indian Nations as the continent is reshaped by contact.

### **V 714 African Americans Tell Their Story**

This program introduces several well-known African Americans by showing youngsters in the act of dramatizing their lives. The program features an African American family as they watch the action on a video screen in their living room.

### **V 740 Native Americans: People of the Desert**

This video introduces students to Native Americans of the Southwest and to help establish an affinity for their culture.

### **LD 105 Martin Luther King Jr.**

This interactive program presents the issues and events that shaped the life

and contributions of America's foremost Civil Rights leader.

### **V 157 American Indians: A Brief History**

Scattered across North America are monuments that survive as reminders of the continent's first people. This film explores some of these places - clues to the history of the first Americans.

### **Eyes on the Prize**

Eyes on the Prize is a six episode series that covers the struggles of the Civil Rights years from 1954, the awakening, to the march from Selma to Montgomery, Alabama in 1965 when thousands joined together to march 50 miles to freedom. Titles are:  
V 088 Awakenings, V 089 Fighting Back, V 090 Ain't Scared of Your Jails, V 091 No Easy Walk, V 092 Mississippi: Is This America?, V 093 Bridge to Freedom.

### **Eyes on the Prize II**

Eyes on the Prize II is an eight episode series that covers the Civil Rights years from 1964, following the trajectory of Malcolm X, concluding in the mid-1980's with an examination of two cities, Miami, Florida with the destruction of Overtown to Chicago where the city elects its first Black Mayor.

Titles are:

V 307 The Time Has Come, V 308 Two Societies, V 309 The Promised Land, V 310 Power, V 311 A Nation of Law, V 312 Ain't Gonna Shuffle no More, V 313 The Keys to the Kingdom, V 314 Back to the Movement.

### **V 713 The First Americans**

This video presents the customs, cultures and contributions of several Indian tribes of the United States.

### **V 134 Great Americans: Martin Luther King**

This film traces the public career of Martin Luther King, Jr. and examines King's belief in non-violent protest.

### **LD 037 The Life of Sojourner Truth: Ain't I a Woman?**

This is a dramatization chronicling the major events that led Sojourner to become a powerful force for good, a force that helped change the United States.

### **CDR 057 Scholastic Smart Books: Malcolm X - By Any Means Necessary**

This biography follows the Life of Malcolm X from the death of his father in 1931 to his incarceration in 1964 where he converts to the nation of Islam to his assassination in 1965 while delivering a speech in Harlem's Ballroom.

### **V 775 Success Through Education: A Salute to Hispanic Excellence**

This program shows a group of Hispanic students, encouraged by a group discussion leader, actor/director Edward James Olmos, speaking out about their experiences, feelings, and values.

### **V 085 Women: For America, For the World**

Prominent American women challenge the economic and political realities.

All these titles are available for checkout from the Media Center by filling out the media ordering forms or calling Claudio at 696-6214. You can also email - caraya@amphi.com.



## Lab Visit

By Cecelia Crowder

A visit to the computer lab has the same components as a successful classroom lesson—preparation and planning, material pertinence, implementation of consistent and positive classroom management skills, and supplies or tools to get the job done.

At Ironwood Ridge High the library has a separate lab with 30 computers and one station with a Proxima for instruction. In addition the library has 12 stations in the main reading/reference area that “overflow” students may utilize. All computers are networked to the Internet.

The computers in the lab are on rollaway tables that allow for configuration along the walls. Each monitor is easily visible by the instructor. One table meets ADA requirements for wheelchair access. Teachers are encouraged to schedule the lab using the GroupWise calendar or with the librarian. The IRHS library handbook, which includes lab rules and usage, is online at the IRHS web page, as well as the IRHS site manual distributed at the beginning of the year to each staff member.

At the beginning of each school year, freshman students are instructed by the librarian how to log on/off, access library programs and save to their server folder. Teachers are responsible for this information as well.

Students have created job resumes and Power Point presentations, arranged lab results in spreadsheets, created bibliographies, reviewed for Spanish exams, as well as researched a diversification of topics.

During lab visits I have observed a common thread to success:

- Clear and concise assignments with teacher selected Internet sites;
- Use of the Proxima projector to demonstrate new programs;
- Pertinent projects for students who finish early;
- Adherence to District policy regarding use of electronic resources (no games);
- Respect for the area (no food/drinks);
- Correct log off or shut down of equipment;
- Backup plan when the server is down.

## How to Spend One Million Dollars

By the Rio Vista 5<sup>th</sup> grade REACH students: Katie, Tyler, Rebecca, Rebecca, Tamara, Tyler and Lucy

The 5<sup>th</sup> grade REACH students at Rio Vista participated in a math problem solving challenge, which was to develop a proposal to spend one million dollars to help others. The computers in the library, computer lab, and classroom were a great resource. Our teachers made time for us to work on the project after math lessons and when other assignments were completed. The coolest part was that after we showed what we knew, our teacher let us work on our project in class. The reason we did this was so that we always had something to challenge our minds.

The project required that we research information using the Internet, newspapers, books, television, magazines, catalogs, and even personal interviews. One of the hardest things was to select a theme for our project. The proposal needed to be worthy of an investor, Mrs. Romancho, to invest one million dollars. We had to have very detailed research and had to spend as close to a million dollars as possible. We organized our information using Excel Charts to itemize accounting categories that supported our proposal. The Excel accounting charts helped to produce a graph that we used for our presentations. The charts and graphs were used as a visual display for the presentation. Finally, we presented each proposal to the third and fourth grade REACH students who voted using a rubric.

The winning proposal was “Church Transportation For The Physically Handicapped” by Rebecca. We can’t wait for the next challenge!

## Life of a Tech Coach (Or Lack Thereof)

By Teresa Irwin

It is the day back from Winter Break and I arrive to find emails and phone calls about what isn't good about technology. "Mr. Smith can't get to the Internet. Please go check his computer as soon as you can." "I can't get my Easy Grade Pro to open up. HELP!!" "The announcements won't be able to be read today as the speaker system is not working right." These are just 3 of the many reports that I as well as other Tech Coaches received on the first day back from a glorious two week break. Unlike the rest of the teaching staff of the Amphitheater School District, I did not come in during the break and was therefore scrambling to get myself into the "teaching" mode. Oh, I had prepared for second semester but it is the little things that get to you. So, in the midst of the regular first day back routine I have to find time to check out problems. Well, it didn't happen. It is now Wednesday, January 07, 2004 and I still need to go check out the Internet problem and the Easy Grade Pro problem and the announcements still can't be read over the loudspeaker system because it is still broken.

Isn't technology wonderful? When technology works it makes tasks easier to perform. Can you imagine typing a paper on a typewriter? Most students don't even know what a typewriter is. In order to add a paragraph the whole paper would have to be retyped from the page the paragraph fit into to the end. What a process. Or, think about preparing a spreadsheet and constantly changing the figures manually? I would go

through two of those pink erasers before it was finished. In my former life I was a bookkeeper, I know about keeping paper and pencil spreadsheets. This life now brings keeping a grade book. I can't even imagine keeping a hard copy grade book and figuring out all my grades with pencil and paper or a calculator. Talk about a time saving tool. The Easy Grade Pro program is one I don't want to live without. Yes, technology is wonderful. It creates the ability for us to communicate instantly and to keep vast amounts of information at our fingertips.

But, when it doesn't work, we are quick to fuss about what we take so for granted. I don't want to even think about what would happen to us if all of a sudden we no longer were able to use computers.

So, even though the life of a Tech Coach has its goods and its bads, its crazy days and its fulfilling days, its too busy days and well, there aren't any not too busy days, I am glad to say that I am one. As a Tech Coach for Amphi I have learned a great deal. I have learned many ways to make my life easier and to accomplish tasks more effectively. I have greatly enjoyed meeting other Tech Coaches and sharing "the good, the bad and the ugly." Peggy Steffens, Patti Greenleaf, Will McCullen and Josh Shoffner have all been wonderful coaches to learn from. Each of them is eager to share what they know and to see you grow. Our Technology Department is a very well put together, efficiently running machine. Be sure you thank your Tech Coach and the Technology Department sometime this semester. They work hard to help your school be more technology literate.

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