

Appendix A: Boxes, Figures, and Tables

A

Boxes

Chapter 1

- 1-1: Why This Study 5
- 1-2: How This Study Was Conducted 7
- 1-3: Technologies in U.S. Schools: Definitions and Availability 9
- 1-4: What Difference Does Educational Technology Make? 14
- 1-5: Some Lessons About Technology Implementation 30
- 1-6: Past Federal Efforts To Support Teacher Development 32
- 1-7: Areas for Federal Policy 34
- 1-8: Organization of the Report 45

Chapter 2

- 2-1: How Computer Use Changes Teaching: Results of a Survey of Accomplished Computer-Using Teachers 52
- 2-2: How Teachers Use Telecommunications: Results of a Survey of Teachers Who Are Telecom Pioneers 55
- 2-3: “The Adventures of Jasper Woodbury” 58
- 2-4: Global Lab: Collaborative Research for Teachers and Students 62
- 2-5: “Dear President Hoover” 67
- 2-6: What Happens When Every Teacher Gets a Computer? 72
- 2-7: Technology Tools for Teacher Productivity 74
- 2-8: Professional Development in the Lives of Teachers 80
- 2-9: Mathline: A New Approach to Professional Development for Mathematics Teachers 84
- 2-10: Teacher Collegial Exchange Using Telecommunications 87

Chapter 3

- 3-1: Results from an International Study of Computers in Education 94
- 3-2: Timeline of Changes in the Prevailing Wisdom of “Experts” About How Teachers Should Use Computers in Schools 104
- 3-3: Telecommunications Terms and Concepts 112
- 3-4: The Texas Education Network (TENET) 116
- 3-5: Planning for School Technology Use: Two State Examples and Cost Estimates 123

Chapter 4

- 4-1: Acceptance of New Technologies: A Marketing Theory 133
- 4-2: Teacher Inservice Technology Training: State Requirements and Resources 138
- 4-3: Computer Inservice Teachers in Jefferson County 149
- 4-4: Teacher Productions Showcasing Promising Practices 151
- 4-5: State Planning for Technology: The New Jersey Experience 156
- 4-6: SuperSubs: Making It Easier To Learn About Technology 160

Chapter 5

- 5-1: Factors Affecting the Demand for New Teachers 167
- 5-2: Curriculum Guidelines for Accreditation of Educational Computing and Technology Programs 177
- 5-3: Redefining Preservice, Texas Style 182
- 5-4: Beyond the Box: Why Preservice Integration Requires Full Support 188

Chapter 6

- 6-1: Title III, ESEA—Technology for Education Act: Major Provisions Affecting Teachers 222
- 6-2: Some Roles for Technology in Federally Funded Professional Development Projects 235
- 6-3: How Some Federally Funded Projects Have Integrated Technology into Teacher Preparation and Professional Development 236
- 6-4: Followup Strategies Used in Federally Supported Professional Development Programs 238
- 6-5: Strategies Attempting To Magnify the Impact of Federal Support for Technology-Related Teacher Development 239
- 6-6: Early Federal Support for Training Special Education Teachers in Instructional Media and Technology Applications 243
- 6-7: Summary of Impacts of Federal Teacher Development Programs 247
- 6-8: Factors Associated with Greatest Impact in Prior Federal Teacher Development Programs 251

Figures

Chapter 1

- 1-1: Requirements for Effective Use of Technology 20

Chapter 3

- 3-1: Teacher Reports of Access and Use of Technology Resources, 1991 92
- 3-2: Installed Base of Computer and Video Technologies in Typical Schools, 1991-92 93
- 3-3: Inventory of School Computers by Age/Power of Computers, 1992 95

- 3-4: Percentage of Public Schools Owning Specific Technologies, 1993 98
- 3-5: Average Number of Students per Computer by State, 1994 101
- 3-6: Status of State Support for K-12 Instructional Telecomputing Networks, 1993 115
- 3-7: America Online's LabNet Main Screen 118

Chapter 4

- 4-1: District Computer Budgets: Estimated Allocations, 1992-93 136

Chapter 5

- 5-1: Peabody College's Virtual Professional Development School 204

Tables

Chapter 1

- 1-1: Teaching and Technology: The Potential 12
- 1-2: Teaching and Technology: Current Barriers 19
- 1-3: Estimated Installation and Operating Costs of Selected Telecommunications Technologies 22
- 1-4: Major Federal Policy Levers for Enhancing Teachers' Use of Technology and Teachers' Professional Development 36

Chapter 3

- 3-1: Average Student-Computer Ratios in 1992 by Computer Density, School Control, School Size, and Percent Minorities 100
- 3-2: State Education Technology Policies, September 1994 120

Chapter 5

- 5-1: State Requirements for Entrance to Teacher Education Programs 174

Chapter 6

- 6-1: Past Major Federal Programs in Support of Technology-Related Teacher Development 210
- 6-2: Key Current Programs for Technology-Related Teacher Development 216
- 6-3: Additional Current Sources of Federal Support for Technology-Related Teacher Development 218