

PHOTOCOPY
PRESERVATION



Smart Tools Academy

A Technology Program for K-12 Education Leaders in Washington

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Technology Alliance and the
University of Washington

**Smart Tools Academy:
A Technology Program for K-12
Education Leaders in Washington**

Academy Mission

The mission of the Smart Tools Academy is to ensure that all Washington principals and superintendents, from public and private schools, share a vision and an understanding of the ways that technology can support and improve student learning and academic achievement. Knowledgeable and inspired school leaders will, in turn, teach and inspire others – their colleagues, teachers, staff, parents, and communities – and thereby ensure that all children in Washington will master the skills they need to thrive in a technology- and information-rich future.

Academy Focus: School Leaders

For students to thrive as citizens in the information-rich world of the next century, effective use and understanding of technology is not a luxury but a necessity. We believe that thoughtful and systemic integration of technology into learning environments begins with the leadership of schools and districts. A committed and passionate teacher may transform a single classroom; but school- and district-wide transformation requires principals and superintendents who know how to introduce, integrate, and support technology in their schools and districts. Such leaders must also be able to communicate the value of these tools to the many constituencies they serve: students, teachers, staff, parents, and communities. Principals and superintendents are the keys to determining whether technology will be successfully integrated into Washington's schools.

<http://www.washington.edu/oep/academy>

Smart Tools Academy Dates and Locations

Pilot

UW Olympic Natural Resources Center, Forks: May 21-23, 1999

Summer 1999

Western Washington University, Bellingham: July 7-10, July 11-14, July 14-17
Washington State University, Pullman: July 18-21 and July 21-24
Central Washington University, Ellensburg: July 25-28 and July 28-31
The Evergreen State College, Olympia: Aug. 1-4, Aug. 4-7, Aug. 8-11, Aug. 11-14

Academic Year 1999 – 2000*

Washington State University, Pullman: November 4-7, 1999
Central Washington University, Ellensburg: December 2-5, 1999
Central Washington University, Ellensburg: January 20-23, 2000
Central Washington University, Ellensburg: February 17-20, 2000
Washington State University, Vancouver: March 16-19, 2000
Washington State University, Port Hadlock: April 6-9, 2000
Western Washington University, Bellingham: May 4-7, 2000
Western Washington University, Bellingham: May 18-21, 2000
Western Washington University, Bellingham: June 1-4, 2000

* All dates and locations are subject to change.

Summer 2000

Western Washington University, Bellingham: July 6-9, July 9-12, July 12-15
Washington State University, Pullman: July 16-19 and July 19-22
Central Washington University, Ellensburg: July 23-26 and July 26-29
The Evergreen State College, Olympia: July 30-Aug. 2, Aug. 2-5, Aug. 6-9, Aug. 9-12

Smart Tools Academy: Schedule Overview

Day 1

Schedule:

2:00-4:00	Registration and laptop distribution
2:00-4:00	Laptop and Windows orientation (drop-in, optional)
4:00-4:30	Welcome from Academy Director(s)
4:30-5:15	Vision video and facilitated discussion
5:15-5:30	Additional announcements
5:30-7:00	Dinner
7:00-8:00	Introduction to Milken Seven Dimensions
8:00-9:00	Web activity
9:00-10:00	Laptop and Windows orientation (drop-in, optional)

Details:

2:00-4:00pm: Registration and laptop distribution

Participants will have picture taken and review contact information in Academy database, entering any new data. This information will be compiled by staff into a web-based Academy yearbook that participants can access later that evening.

2:00-4:00pm: Laptop and Windows orientation (drop-in, optional)

Participants will receive instruction on how to use their laptop and the Windows operating system.

4:00-4:30pm: Welcome

Welcome conducted by one of the Smart Tools Academy Directors, Susannah Malarkey or Louis Fox. Academy instructors and staff will be introduced. Academy faculty will take over after introductions.

4:30-5:15pm: Vision video and facilitated discussion

▪ **4:30-4:45pm: Show video**

Participants will watch an Academy-produced video that shows the many different and inspiring ways that technology is used in schools and classrooms across the state.

▪ **4:45-5:00pm: Small group sharing**

After viewing the video, participants will break into groups to share a story about a technology success in their school or district as well as obstacles that have slowed the integration of technology.

*Note: Participants will be pre-assigned to diverse groups of **six (6)** for the entire Academy.*

▪ **5:00-5:15pm: Share examples with the entire group**

Participants come back together and volunteers share a few of the best stories and obstacles with entire group.

5:15-5:30pm: Additional announcements

Time for additional announcements and for participants to ask questions.

5:30-7:00pm: Dinner

7:00-8:00pm: Introduction to the Milken Seven Dimensions

▪ **7:00-7:15pm: Overview of the Academy and Milken Seven Dimensions**

Related to Academy mission and vision. Relate mission, vision, and & 7 Dimensions as means to both achieve the successes shown in video and overcome obstacles to success.

- **7:15-7:45: Participants explore the Milken Seven Dimensions on the Web**
The goal is for participants to develop an understanding of each dimension. They will work in small groups to explore the dimensions and share their insights and observations
www.milkenexchange.org/policy/pi_7dimensions.html

- **7:45-8:00: Share observations of the Milken Seven Dimensions**
Large group discussion.

8:00-9:00pm: Web activity

- **8:00-8:45pm: Introduction to Web browsing**
Participants will learn navigation skills and view useful, innovative Web sites.
- **8:45-9:00pm: Participant yearbook**
Participants will view personal photo, respond to a question on student learning story, and review other participants' entries. The yearbook question is: *How can I improve student learning in my school(s) using educational technology?*

9:00-10:00pm: Laptop and Windows orientation (drop-in, optional)

Another opportunity for participants to receive instruction on how to use their laptop and the Windows operating system.

Required homework

- Milken publications
- Technology Alliance's "Preparing Washington Public School Students for the 21st Century: Four Case Studies of Successful Integration of Educational Technology"

Homework journal entry

What did you see or read today that makes you think technology can be used to impact student learning?

Day 2

Schedule:

7:00-8:00	Continental breakfast
8:00-8:15	Small group discussion
8:15-10:15	Focusing on the learning
10:15-10:30	Journal entry
10:30-11:00	Break
11:00-12:00	Technology access models and the learning environment
12:00-1:15	Lunch
1:15-3:00	Planning for professional development
3:00-3:15	Journal entry
3:15-3:30	Break
3:30-4:30	Exploring best practice activities and standards on the web
4:30-4:45	Journal entry
4:45-6:00	Break
6:00-7:30	Dinner
7:30-8:00	Introduction to presentation software and "Why Technology" project
8:00-10:00	Smart Tools workshops and open time

Details:

7:00-8:00am: Continental breakfast

8:00-8:15am: Small group discussion of Day 1 homework

8:15-10:15am: Focusing on the learning

▪ **8:15-8:30am: Overview**

Through a PowerPoint stand and deliver presentation, participants will be introduced to the key possibilities in using integrated technology to develop an awareness of the teacher's role in using technology in the classroom.

▪ **8:30-10:00am: Activities**

Participants will be taken through five or six different activities where they see examples of work that support the key possibilities. They will see complete examples of work as well as perform learning activities. Each activity will also highlight the different access ratios and management issues that teachers and school leaders would need to accommodate.

▪ **10:00-10:15am: Closure**

Reinforce how the technology enhanced student learning. Show models of how teachers use planning tools to focus on standards and the curriculum while integrating technology as a tool for achieving the goals.

10:15-10:30am: Journal entry

How do the learning activities I observed benefit student learning?

Why does computer technology seem to be the next tool to integrate into the classroom?

10:30-11:00am: Break

11:00-12:00pm: Technology access models and the learning environment

▪ **11:00-11:30pm: Technology access models and the learning environment**

Participants will learn various access models from stand and deliver presentations and brief video/PPT clips and then view informational Web sites.

▪ **11:30-12:00pm: Dimension 4: Learning Environments**

From PPT and stand and deliver presentations, participants will work through this Dimension. Instructors will facilitate a few minutes of discussion on technology access and learning context.

12:00-1:15pm: Lunch

1:15-3:00pm: Planning for professional development

- **1:15-2:00pm: Panel of teachers & librarian**

A panel of teachers from the local area will respond to the following questions:

1. How has your classroom changed with the integration of technology? How has it changed the students?
2. What kind of preparation do you need to integrate technology? How did you learn?
3. What competencies does a teacher need?
4. What is the perception of parents and the community when technology is used for learning in the classroom?
5. What kind of leadership support do you need to successfully integrate technology into your classroom?

- **2:00-2:30pm: Working toward solutions: Professional development options in Washington State**

A stand and deliver presentation of the TLT program and professional resources development rubric.

- **2:30-3:00pm: Share, summarize, and reflect**

Participants should think about the general culture of professional development for their teachers, utilizing an "action steps" template which consists of the following questions: (1) What resources/programs do I currently have in my school(s). (2) What are the next steps to help my teachers integrate technology into their curriculum? (3) How will I inspire my teachers to higher levels of technology use?

3:00-3:15pm: Journal entry on professional development

What changes in the roles of teachers, students, and administrators are needed to support the integrated use of technology?

How must I change as a leader to support the integrated use of technology?

3:15-3:30pm: Break

3:30-4:30pm: Looking at best practices and exploring the EALRs on the Web

- **Introduce participants to Web based best practices activities and resources.**

School district sites:

Bellingham www.bham.wednet.edu/curric.htm

Kent www.kent.wednet.edu

Peninsula www.peninsula.wednet.edu

www.copernicus-psd.com

Yakima www.yzd.wednet.edu/CI/CI.html

- **Using a technology integration assessment tool, participants will analyze and evaluate two outstanding electronic lessons.**

Jeffery Miller--Grandview Middle School

Ocean Floors lesson

Kristi Rennebohm Franz--Sunnyside Elementary

Our Puerto Rico Comfort Quilt Story

If there is time, instructors will ask participants in each group to share their recommendations on the use of the Web sites they explored.

4:30-4:45pm: Journal entry

Can these best practices help students achieve higher standards? If so, why? If not, why not?

4:45-6:00pm: Break

6:00-7:30pm: Dinner

7:30- 9:00pm: Introduction to productivity tools, presentation software and “Why Technology” project

- **7:30-8:00pm:** Participants will be introduced to “smart tools” that can improve administrative efficiency and professional productivity. An emphasis will be placed on the power of presentation software as a communication tool. Participants will then be introduced to their task of creating a “Why Technology” presentation which will be shared with other participants on the final day of the session.

- **8:00-9:00pm:** Participants will be divided into 3 groups for hands-on instruction.

9:00-10:00pm: Smart Tools workshops

The following workshops will be available:

1. Newsletters with Word
2. Excel
3. Calendar programs and email
4. Advanced presentations
5. Multimedia

Required homework

- Read "What Should Superintendents Know & Do With Technology?" by Levinson and Surratt.
- Read “Educating the Net Generation” by Don Tapscott from Educational Leadership February 1999.
- Read "Call to Action: Getting Serious about Libraries & Information in Education" by Mike Eisenberg & Carrie Lowe.

Day 3

Schedule:

7:00-8:00	Continental breakfast
8:00-8:15	Small group discussion
8:15-10:00	Technology capacity
10:00-10:15	Journal entry
10:15-10:30	Break
10:30-12:00	System capacity
12:00-1:15	Lunch
1:15-2:30	System capacity (continued)
2:30-2:45	Journal entry
2:45-3:00	Break
3:00-3:45	Community connections
3:45-4:00	Journal entry
4:00-5:00	Break
5:00-7:00	Social and dinner
7:00-10:00	Smart Tools workshops

Details:

7:00-8:00am: Continental breakfast

8:00-8:15am: Small group discussion of Day 2 homework

8:15-10:00am: Technology capacity

- **8:15-8:30am: Video clips of classroom examples**

These video clips, drawn from Seattle Public Schools' New Tools tapes, will introduce the need for well-developed technology capacity, specifically the importance of connectivity

- Getting Wired – Mountlake Terrace students publishing student newspaper on-line
- Applying Technology to Applied Learning – Thorton Creek Watershed project
- Inside the Internet – A global art project between Pullman and Seattle Public Schools has 1st and 4th graders working together; art project integrates writing and social studies.
- Making History Come Alive -- Federal Way teacher Joe Gotchy's laptop classroom has a focus-on-technology based history project that utilizes web-based resources.

- **8:30-9:00am: Overview of Technology Capacity**

Through a stand and deliver/PPT presentation, participants will learn about the five components of technology capacity while reflecting on examples of these components drawn from Washington State (*will use data from the Technology Alliance's most recent survey*). This segment leaves participants with a basic understanding of different combinations of technology, networks, electronic resources, and support necessary to their school/district's learning goals. In looking at the Technology Capacity dimension, we are asking: Are there adequate technology, networks, electronic resources and support to meet the education system's learning goals?

- **9:00-9:30am: Working toward solutions**

Participants will work in their small groups to think about what action steps/solutions they can take with students, staff, and the larger community to create solutions for technology capacity in their school or district, utilizing an "action steps" template which consists of the following questions: (1) What is the current status of technology capacity in my school(s)? (2) What are the needs of my school(s)? (3) How can I meet these needs with existing resources? (4) What can I do about unmet needs?

Participants may also want to explore the technology capacity trends for their own and nearby districts using the *Technology Alliance: School District Technology Profiles*.

<http://depts.washington.edu/academy/techreport/>

- **9:30-10:00am: Sharing with larger group**

Participants will share thoughts and recommendations from their groups to the larger group. An emphasis will be placed on brainstorming local, regional, or state level solutions.

10:00-10:15am: Journal entry

What is my priority regarding technology capacity for my school(s)? Why?

How does technology capacity improve student learning, teacher productivity and administrative efficiencies?

10:15-10:30am: Break

10:30-12:00pm: System capacity

- **10:30-10:45am: Introduction and overview of system capacity**

This next presentation will shift our conversations and topics into leadership issues and building a capacity to lead. The first topic is system capacity.

- **10:30-11:00am: Small group discussion**

Participants will discuss the following questions:

- What are the components that are necessary to build a common vision in your individual school or district?
- What similarities do the members of the group share? What are the differences?
- Draw on your previous successes with building a vision. How will you go about leading this effort?

- **11:00-11:45: Planning a campaign for technology**

This presentation will focus on the promotion of educational technology to constituencies within and outside of schools. Participants will view examples of communication tools from various districts. The facilitator will draw common themes and solutions from the large group, building upon the experiences of participants, while also evaluating the different communication tools and campaign strategies.

11:45-12:00pm: Journal entry

What communication strategies will I use in the future to help improve system capacity in my school(s)?

12:00-1:15pm: Lunch

1:15-2:30pm: System capacity (continued)

- **1:15-2:00pm: The balancing act of leadership and planning (ensuring capacity and systems thinking)**

Following a brief overview of the two main elements of systems capacity, participants will hear from two administrators on the difficulties of balancing leadership and planning.

- **2:00-2:30pm: Small group discussion of system capacity**

Participants will discuss leadership and planning in their small groups, and then report back to the larger group.

2:30-2:45pm: Journal entry

How will I strike a balance between leadership and planning during the next year?

2:45-3:00pm: Break

3:00-4:00pm: Connections

- **3:00-3:15pm: Closing the "digital divide"**

Stand and deliver/PPT presentation on programs developed to reach out to the community and help close the "digital divide." Special emphasis will be placed on library-based programs. Some programs include:

- Bellingham Schools' Seniors Outreach program
 - Powerful Schools in Seattle's Rainier Valley
 - Tech Access Foundation (Trish Milnes)
 - Shoreline's laptop checkout program and homework club
 - Onalaska Schools' Libraries
 - UW OEP/WTO Digital Divide project
- **3:15-3:30pm: Video**
Presentation of a short video connecting education with technology, business, and science to emphasize why students must have access to technology.
 - **3:30-3:45pm: Reflection and small group discussion**
Participants will reflect on what they have just learned and then consider potential approaches in their school(s), identifying stakeholders and engaging in mutually beneficial partnerships, exchanges, and collaborations.

3:45-4:00pm: Journal entry

What can my school(s) gain from community connections?

What opportunities exist in my community for beneficial partnerships?

How can I foster these partnerships with my community?

4:00-5:00: Break

5:00-7:00pm: Social and dinner

Reception followed by a regional dinner.

7:00-10:00pm: Smart Tools workshops

- **7:00-8:00pm: Smart Tools workshops**

Each workshop will run approximately 45 minutes on one of the following topics:

1. Newsletters with Word
2. Excel
3. Calendar programs and email
4. Presentations
5. Multimedia
6. Advanced presentations

- **8:00-10:00pm: Open time**

Participants can choose to attend a second workshop, work individually with their laptop, or retire for the evening.

Required homework

Participants will finish their "Why Technology" presentations which they will share with their small groups the following day.

Day 4

Schedule:

7:00-8:00	Continental breakfast
8:00-9:00	Sharing of "Why Technology" presentations
9:00-10:30	Accountability
10:30-10:45	Break
10:45-11:00	Directors' closing comments
11:00-11:30	Next steps discussion and Academy assessment
11:30-12:00	Program evaluation
12:00-1:00	Lunch

Details:

7:00-8:00am: Continental breakfast

8:00-9:00am: Sharing of "Why Technology" presentations

Participants will have an opportunity to share their "Why Technology" presentations with colleagues and receive feedback. Instructors will also ask for a few volunteers to share with the entire group.

9:00-10:15am: Accountability

▪ 9:00-9:30am: Accountability presentation

Stand and deliver presentation. Notes are being developed which will include school/district examples of using benchmarks, data collection, data-driven decision making, and on-going communication with stakeholders. May use case study from East Valley, West Valley, Central Valley and Freeman School Districts to evaluate six-trait writing; Peninsula School District and NW Regional Lab.

▪ 9:30-9:45am: Small group discussion

Participants will share their perspectives on accountability, focusing on measures they have implemented in their own school(s).

▪ 9:45-10:15: Sharing with larger group

10:15-10:30: Journal entry

What have I learned during the Academy that I want to share with others? Who will I share my experience with at my school or district?

10:30-10:45am: Break

10:45-11:00: Director's closing comments

Closing comments by an Academy Director summarizing and refocusing on the Academy's purpose.

11:00-11:30am: Next steps discussion

Where do we go from here? Staff will orient participants to post-Academy support options and activities, and then open the floor to general discussion about support options they would like to see and what participants can do to sustain and promote the vision.

11:30-12:00pm: Program evaluation and Q&A with Academy staff

Participants will complete a final yearbook entry, fill out web-based evaluation forms, and have an opportunity to ask questions.

- The yearbook question: *How will I integrate educational technology in my school(s) to improve student learning.*
- Evaluation questions: (1) *What have I learned at the Academy that will be most valuable when I return to my school(s)?* (2) *What is the most exciting or inspiring element of the Academy curriculum?* (3) *How can the Academy be improved?* (4) *What questions do I still have surrounding educational technology that could be met with Academy follow-up activities?*

12:00-1:00pm: Lunch

Smart Tools Academy Pilot Session: Participant Evaluation Comments

On program content:

"I am glad I'm here. I was skeptical at first."

"The Milken 7 Dimension is extremely helpful now and for future applications."

"Technology capacity and learning environment sections had very good information and could use more in-depth discussion—model classrooms, etc."

"The variety of teaching strategies and integrated curriculum examples were terrific."

"Would like to know more about creative ways to use technology with little money."

"If you have three live teachers, have them share a best practice as well as answer questions—it makes it much more real."

"Would like to see more innovative and affordable teacher training models."

"I enjoyed the PowerPoint demonstrations. This is something I have been wanting to do, and I think it got me over the initial fear of failure."

"Need to develop rubric for assessing value-added instruction to avoid 'layering' affect when introducing new technology into the schools."

"Overall, the opportunity to see quality lessons built around EALRs and develop our vision was wonderful."

On instructional methods:

"The availability of tutors/student staff was great."

"I enjoyed the quality of the instructors."

"I loved how the help desk sessions modeled an active classroom—noisy but productive. The help desks allowed for individuals to work at their own pace...and access helpers for specific questions. Also, just listening to the instruction in the background, I learned quite a few new little tricks."

"Active small and large group discussion is a worthwhile component of the Academy."

"Stop and have us share and reflect more—how would we use this in our school—after each segment."

"Short breaks every hour: 'The mind can only absorb what the seat can endure.'"

Smart Tools Academy Steering Committee

Tom Alberg*, Principal, Madrona Investment Group, LLC
Marlin Appelwick, Judge, Washington State Court of Appeals
Ron Barnes, Superintendent, Lake Washington School District
Les Blackwell, Professor and Chair, Department of Instructional Technology, Western Washington University
Bryan Chee, Academy Program Manager, University of Washington
Kay Deasy, Community Relations Director, Intel Corporation
Stephen Dinger, Executive Director, Washington Federation of Independent Schools
Robert Donaldson, Superintendent, Washougal School District
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Kathleen Ross, SNJM, President, Heritage College
Steve Rowley, Superintendent, Bainbridge Island School District
Dan Sherman, Principal, St. John's School, Archdiocese of Seattle
Martin Smith* (Committee Chair), Partner, Preston Gates & Ellis, LLP
Helen Sommers, Representative, Washington State House of Representatives
Patty Stonesifer*, President, Gates Learning Foundation
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Doyle Winter, Executive Director, Washington Association of School Administrators
Norm Wisner, Assistant Superintendent, Learning Technologies, OSPI
Clancy Wolf, Director, Educational Technology Development Center, Puget Sound ESD
Ellen Wolf, Superintendent, Walla Walla School District

* denotes Executive Committee member

Smart Tools Academy Curriculum Committee

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Gary Callison, Principal, Foothills Middle School, Wenatchee School District
Mickie Clise, Principal, Washington Middle School, Yakima School District
Maureen Cornwell, Principal, Emerson Elementary, Snohomish School District
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**Smart Tools Academy
Faculty**

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Lisa Holmes, Principal, Oakesdale School, Oakesdale School District

Sonny Magana, Director, Mukilteo Cyber School, Mukilteo School District

Tim McKamey, Principal, Edgemont Junior High, Puyallup School District

Steven Morse, Principal, Silver Beach Elementary, Bellingham School District

Alison Olzendam, Principal, Mead Middle School, Mead School District

Marian Peiffer, Principal, Newport Heights Elementary, Bellevue School District

Sandra Schugren, Director of Information Services, Peninsula School District

Sheryl Sperry, Assistant Principal, St. Joseph School

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