

North TIER Partnership  
Online Professional Development



# North Tier Spring 2010



For more information visit  
<http://www.mhznetworks.org/norhtier/>

**New! Payment for courses through the convenience of PayPal when you begin the course. No payment will be collected during the registration process.**

▶ A \$200 Value for \$100 ◀

North TIER is a partnership of Northern Virginia school divisions, private schools in the area, MHZ Networks, the Capital Region Society for Technology in Education (CRSTE), Germanna Community College, EdTech Leaders Online and James Madison University. North TIER was created through a grant from No Child Left Behind.

The courses are being offered by facilitators trained by EdTech Leaders Online. These courses, which are project- and standards-based, include seven online sessions. The learning model for these courses is a combination of readings and videos, activities, and facilitated peer-to-peer collaborative discussions. The focal point of the sessions is online discussion and collaboration, where you can share your ideas, reflections, comments, and questions with your classmates.

**Courses run February 1– March 21, 2010**

## Registration January 11– January 25, 2010



http://www.mhznetworks.org/norhtier



### HOW TO REGISTER –

**New & Returning Users**—Please read the registration and refund policies before registering. By registering, a participant agrees to these policies. Please read the following directions carefully.

#### To Register:

- Go to the North Tier registration site at <http://www.mhznetworks.org/norhtier> and click on the REGISTER link OR use the direct link to register at <http://tinyurl.com/yjpol6k>
- Click on VIEW CATALOG
- Look through the list of courses, locate the course you wish to take
- Click on CLICK TO ENROLL button

#### If you have taken a North TIER course before:

Click on I'M A REGISTERED USER, and you will be prompted to sign into your account

#### If you have never taken a North TIER class before:

- Click on I'M A NEW USER to create a username and password and sign up for courses
- Once you have completed the registration you will receive an email confirming your enrollment.
- Information for payment of registration fees will be emailed to you after the start of courses. Payments will be made through the PayPal system.

North TIER requires a **\$100 non-refundable online fee** for each course.

You should hear from your instructor via email close to the beginning date of the course with further instructions. **IF YOU DO NOT HEAR FROM YOUR INSTRUCTOR WITHIN 3 DAYS OF THE START DATE OF THE COURSE**, please contact your

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### Terms and Conditions

There is a \$100 registration fee for each North TIER course. In addition, Course Participants must agree to the following terms and conditions:

1. **Complete a pre-training and follow-up survey.**
2. **Work with another teacher on developing a technology-infused lesson, unit or project at some point in the future.** You may be asked to provide the North TIER with the name(s) of the colleague(s) who worked with you directly as a result of the professional development opportunity.
3. Agree to the North TIER polices. **In particular, please note the policy for dropping courses without penalty.**

### Spring 2010 Course Information

- Course information is mailed to you a couple of days before courses begin.
- The online courses are not conducted at a certain time of the day. During the first day of the online course week, the instructor posts an assignment in Blackboard. Class participants must log in to Blackboard at points during the course week and complete the activities and participate in the discussion board.
- There is not a set time each week for logging in. Participants are also expected to go back to the discussion board a couple of times during the week to respond to other people's posts.
- Participants can expect to spend at least 4-6 hours each week completing class activities.
- Participants may be asked to share their knowledge, participate in surveys, and be available to North TIER Evaluators.
- There is a \$100 non-refundable course fee for each course. Participants may not enroll in more than two courses. Information on payments will be emailed to participants after the start of courses.
- **Registration is from January 11-25, 2010 for North TIER non-members.**
- **Courses run from February 1-March 21, 2010.**

**Note:** Participants in these courses are requested to consent to sharing their knowledge. All sessions are conducted online. All projects must be submitted on or before the final date. For more information contact: aron.sterling@fcps.edu

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## ETLO/NORTH TIER COURSES

### Building a Better Classroom: Constructivism in a Web 2.0 World

Today's classroom teachers face many instructional challenges trying to balance the demands of NCLB, standards-based assessment, and curriculum pacing guides in a constructivist classroom. A constructivist classroom is student focused and emphasizes problem-based activities, collaboration and learn-ing in context. Participants in this six-week course examine and apply the principles of constructivist theory to identify changes that must take place to successfully increase the level of technology integration in their classroom. Assignments are geared towards participants incorporating strategies in the development of standards-based, technology rich lessons to be used in a constructivist classroom.

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### Classroom Assessment Enhanced by Technology

Effective assessment is a key element for student achievement and a topic that all people in the field of education must address. Assessment is an ongoing process, requiring multiple methods to assure that teachers gather accurate information that meets the needs of all students. In this workshop, participants explore effective principles of classroom assessment at all grade levels and subject areas and a range of assessment methods supported by technology. Participants review formative and performance assessment, backwards design, and various methods including rubrics and electronic portfolios. By the end of the workshop, participants design new assessments to use with their curriculum.

This course supports: (3) Assess Student Learning—as defined in the FCPS Best Practices for Teaching and Learning Framework.

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### Creating Educational Podcasts

In this workshop, participants explore the use of educational podcasts in regular curricula activities. Participants look at a variety of podcasts and methods for incorporating podcasts into curricula projects, as well as the role of copyright. Participants create a simple podcast file using the free audio editor and recording software, Audacity. The course also looks into the role of RSS feeds and Aggregators. This workshop is geared toward the classroom teacher who has intermediate technology skills.

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### Cycling Through Science 2.0

This workshop begins with an overview of science standards. Afterwards, participants explore the use of online data sources to enhance inquiry-based teaching and learning in the science curriculum. Participants look at a variety of web-based activities and tools that can enhance any science classroom and look at the effect of these tools on science instruction. Participants learn how science and mathematics fit together and have the opportunities to work in a group to develop final projects.

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### Designing a Virtual Field Trip

This workshop enables teachers of all grade levels and subject areas to use Internet resources to design a “virtual field trip” for their students. Participants become familiar with the strategies and resources that educators use to design these field trips, as well as tips and tricks to ensure their success. By the end of the workshop, participants have designed effective and engaging virtual field trips for their students that are aligned to state and national standards.

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### Differentiating Instruction to Accommodate Learning Styles

Addressing the individual learning styles of students can be a challenge for teachers. The World Wide Web contains a vast number of resources to assist teachers in understanding and planning for the different avenues through which students learn best. Suitable for participants of all grade levels and subject areas, this workshop reviews a range of web sites providing information about learning theory related to learning styles and multiple intelligences, as well as resources to assist teachers in both identifying students’ learning styles and intelligences and engaging students in activities that best suit those styles and intelligences. Participants become familiar with teaching strategies and tools targeted for each learning style and intelligence and develop a preliminary lesson plan using those strategies and tools.

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## ETLO/NORTH TIER COURSES

### Finding the Best Educational Resources on the Web

The World Wide Web provides rich resources for educators, but they are only useful if educators know what resources are there and how to find them. This workshop provides teachers of all grade levels and subject areas the opportunity to explore the range of educational material available on the Internet and to learn time-saving skills to effectively search the Internet for useful curricular resources. Participants become familiar with popular search engines, subject directories, web-based instructional tools, and educational listservs, and they learn techniques to use each one appropriately and efficiently. The workshop also examines the importance of critical evaluation of World Wide Web resources and considers how to develop evaluation skills in the classroom. Participants leave the workshop with a collection of selected World Wide Web resources appropriate for their own classroom use.

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### Get Engaged . . . Using Interactive Whiteboards in Your 21<sup>st</sup> Century Classroom

This course is designed to introduce new and beginner users of any interactive whiteboard to the many ways you can incorporate it into your classroom and engage students in learning. Interactive whiteboard technology is a powerful tool when embedded into classroom instruction. This course provides users with an array of ideas - from online blogs and website to teacher created lessons. Participants are also introduced to communities of educators where they can share ideas and gain additional uses of the interactive whiteboard and other technologies.

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### Getting Ready for Algebra by Using Virtual Manipulatives

This workshop prepares teachers to use virtual manipulatives to help their students get ready for algebra. Participants explore the 17 Algebra Readiness indicators developed by the SREB (Southern Region Education Board) and ETS (the Educational Testing Service); including the five “process” indicators and the twelve “content and skills” indicators. Participants learn how they can use virtual manipulatives and other technologies to help their students gain proficiency in order to be successful algebra students. Participants complete a technology enhanced classroom project for their students that is aligned to NCTM and state standards.

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## ETLO/NORTH TIER COURSES



### Harnessing the Power of Digital Images in the Elementary Classroom

This course was formerly titled Harnessing the Power of Digital Images. Participants explore the concept of visual literacy and incorporating digital images in instruction. Participants look at a variety of digital image galleries and a range of methods for incorporating and manipulating digital images into curricula projects using software programs such as Inspiration, Image-Blender and the Microsoft Office Suite. Each participant creates a project-based lesson, incorporating the use of digital images, which supports their curricular goals. This workshop is geared toward the elementary classroom teacher but with some modification in the final project and related student activities, it would also be suitable for middle school teachers.

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### Implementing Technology into your Social Studies Curriculum

This course takes teachers on adventures geared toward enhancing social studies instruction by exploring the world of technology and ways to integrate it into classroom instruction. Each week of this six week course takes participants on a new adventure in this wonderful and ever changing world of technology with the ultimate goal of improving instruction to better educate all students. Participants look at kid-safe strategies, primary sources and a variety of great tools to make movies, timelines and graphic organizers. When this course ends teachers have created their own web based project and a hotlist of valuable websites that they can use in their classrooms.

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### Information Literacy and Technology

Today's classroom teachers face many instructional challenges trying to balance the demands of NCLB, standards-based assessment, and curriculum pacing guides in a constructivist classroom. A constructivist classroom is student focused and emphasizes "problem-based" activities, collaboration and learning in context. Participants examine and apply the principles of the constructivist theory to identify changes that must take place to successfully increase the level of technology integration in their classroom. Assignments are geared towards participants incorporating strategies in the development of standards-based, technology rich lessons to be used in a constructivist classroom.

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## ETLO/NORTH TIER COURSES

### Instructional Technology Resource Teacher (ITRT) 102

Instructional Technology Resource Teacher (ITRT) 102 is a six-week online class offered through Virginia's NorthTIER part-nership. The class is divided into six sessions, with each session running for one week. Participants are expected to have been ITRTs for at least two years before taking this class.

The position of Instructional Technology Resource Teacher, or ITRT, can no longer be called new. Virginia now has several years of experience with the program, and a number of dissertations and research studies have examined it in more detail. Participants will become familiar with this research and how it might inform their practice. The course focuses on the role of the ITRT, social networks, issues regarding access to Web. 2.0 technology, communication with teachers, and the design and evaluation of professional development. Students will work with the author of a recent dissertation to create their own social network analysis based on a staff survey run early in the course.

This course supports: (1) Create a Student-Centered Learn-ing Environment, (2) Plan and Teach for Student Learning—as defined in the FCPS Best Practices for Teaching and Learning Framework.

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### Integrating Web 2.0 Technologies in Classroom Learning

The rise of interactive technology has created exciting new possibilities for student learning and teaching, from online collaborative learning, interactive learning and communication spaces, to production of multimedia presentations. This purpose of this course is to explore the opportunities for learning with Web 2.0 technologies to enhance teaching and learning in the classroom. We will focus on Web 2.0 applications that enhance the possibilities for student collaboration, exchange of information and content creation. Tools explored include collaborative applications such as wikis, Google Docs, Wordl, Skype, Animoto, Glogster, and VoiceThread. This course will give you exposure to web 2.0 tools that are used world wide, but may not be cur-rently approved for use in FCPS.

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## ETLO/NORTH TIER COURSES



### Internet Safety for Schools in the Digital Era

As the number of computers in schools and the number of children accessing the Internet from the classroom have grown exponentially over the past few years, so too have the challenges facing educators trying to ensure that children have a positive experience when they go online. Internet Safety in Schools, co-developed by NEIRTEC (Northeast and the Islands Regional Technology in Education Consortium), the Consortium for School Networking (CoSN), and SERC (Satellite Educational Resources Consortium), is an online course designed to help school administrators understand their specific options for protecting children when they access the Internet over a school-based or statewide educational network. The workshop also provides essential information to help administrators understand the requirements of the Children's Internet Protection Act (CIPA), a legislation passed in December, 2000 which mandates that schools and libraries receiving E-Rate discounts or federal educational technology funds put Internet safety policies into effect that include filtering or blocking of online material considered harmful to minors. This course enables educators to: 1) gain a better understanding of the issues related to Internet safety; 2) explore their own school/district's current approaches to protecting students online; and 3) formulate strategies for refining these approaches in light of current legislation and tried practice,

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### Introduction to Blogs

While blogs or weblogs have been around for a while, the idea seems to have caught on in education over the past two years. This online course helps participants explore questions such as what is a blog. Do blogs have any implications for the way instruction happens in the classroom? How can blogs make a difference for students? How can someone start a blog? The course allows participants to create blogs, learn about the different tools and options available inside of popular blog tools and understand the legal considerations surrounding this instructional tool.

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## ETLO/NORTH TIER COURSES

### Learning and Teaching with Web 2.0 Tools

The Internet has been constantly changing and improving over the past several years. These changes have been so numerous and dramatic as to inspire people to refer to this “new” internet as Web 2.0 or the Read/Write Web. The content of the Read/Write Web is characterized by open communication, freedom to share and re-use content, and dynamic interactivity among users of varying technical abilities around the globe. There are now a multitude of web-based tools available that allow people to organize their favorite bookmarks, write online documents, and share information with others through social software like blogs and wikis. These tools can positively impact teaching and learning and the implications are significant. Students are empowered to see how their ideas can be shared easily with the world and how they can collaborate and communicate with each other to build knowledge communities that are not dependent on time and space. A few dedicated educators are sharing their ideas and blogging about these new tools so that they can be used effectively in classrooms. In this workshop, participants are exposed to many of the tools of the Read/Write Web and have the chance to experiment with new tools each week. The final session focuses on how educators can help students to use these new tools safely. Discussions help participants focus on how these tools can be integrated into the classroom to make the most of their potential to enhance student learning.

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### Reading First: Supporting Early Reading Instruction with Technology

Participants in this workshop discover the many ways in which new technologies can support classroom reading instruction in kindergarten through third grade. As they examine existing research on literacy technologies, participants also review or familiarize themselves with the five areas of instruction discussed in the National Reading Panel’s 2000 report on early reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The workshop puts special emphasis on evidence-based uses of technology for reading instruction.

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### Supporting Student-Centered Learning with WebQuests 2.0

In this workshop, participants learn about how a well-designed WebQuest can cover core subject area content while also addressing essential 21st Century skills, such as critical thinking, collaboration and media literacy. Participants delve into the specific components that comprise an effective online learning experience and explore a number of tools—including social bookmarking and wikis—that they can use to enhance collaboration and produce dynamic final projects. Participants use all of these resources to put together their own WebQuest, and also create a plan for assessing students' performance. Throughout this workshop, participants learn how the WebQuest model, enhanced with Web 2.0 resources, can help students gain and apply content knowledge while developing media literacy skills necessary for the modern world.

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### Teacher Leaders: 21st Century Staff Developers

The six week course is divided up into themes (or modules). Participants have an opportunity to reflect on their own work as a teacher leader and be provided the opportunity to expand their understanding and self-awareness as a professional change agent and teacher leader in their school or school division. In addition, opportunities to examine school culture, and develop an action plan are included as required activities. Opportunities for professional growth include an introduction to the National Staff Development Council Standards, teacher leadership, and research best practices on cultivating a climate of “continuous improvement” among teachers and students in their own school. In addition, participants are exposed to the change literature and updated readings on teacher leadership. By the end of the course, each participant produces a leadership plan for personal and/or professional growth. These products are designed to be a “working document” that participants use in their daily practice.

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### Transforming the Classroom with Project-Based Learning

This workshop is designed to familiarize participants with the principles of Project-Based Learning (PBL). Throughout this six-week workshop, exemplary projects are analyzed, critiqued, and evaluated for applicability to participants' classroom needs. Participants gain hands-on experience using software tools to support the planning and execution of projects, and develop collaborative, inquiry-based projects that support their curricular goals. Participants learn to blend PBL and standards-based design strategies to create curriculum units that enhance student learning at all grade levels and subject areas. Each participant leaves the online workshop with preliminary plans for a PBL project.

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### Using Digital Portfolios to Foster Student Learning

This workshop is designed to help teachers across all grade levels and subject areas to take an in-depth look at the power of digital portfolios as a tool to document student learning through exploring various formats and uses of digital portfolios in classrooms. Teachers are also introduced to a wide variety of tools that can be used to create and assemble digital portfolios, and investigate criteria that may be used to select components that would be included in the portfolio. They leave the work-shop with detailed plans for implementing a digital portfolio project in their respective classrooms.

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### Using Graphic Organizers to Promote Higher Order Thinking Skills

This six session course provides strategies to help participants integrate graphic organizers into classroom lessons and activities to promote higher order thinking skills among students. Participants develop graphic organizers to use with the student and become familiar with the different options available for integrating activities into the classroom that increases student learning and understanding of complex topics. Graphic organizers teach students to organize thoughts, develop writing skills and understand the components necessary to complete objectives and goals. By the end of this course participants have developed graphic organizers that help students make connections, demonstrate understanding of processes, and determine relationships such as cause and effect and sequence of events.

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### Using Technology in the Elementary Math Classroom

In this workshop, participants explore technologies that can be used in elementary math instruction in kindergarten through sixth grade. Participants review NCTM and state standards and examine the ways in which tools like virtual manipulatives, calculators, spreadsheet programs, online data sources, and applets can support these goals. In particular, the workshop addresses ways in which technology can support elementary algebra, geometry, and data analysis standards. Participants leave the workshop with complete lesson plans for integrating technology into instruction in their own classrooms.

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### Using Technology to Help Students Become Better Researchers

In this workshop, participants learn about an inquiry-based framework that helps engage students in research, and explore how technology can support this in the classroom. Through readings and hands-on exploration, participants consider how to safely use a variety of tools—both established technologies, such as Inspiration and Google, as well as some Web 2.0 technologies such as blogging and social bookmarking—to support brainstorming and concept mapping, locating and evaluating relevant information, organizing and analyzing information, and preparing presentations and reports. By the end of the course, participants have created a technology-rich curriculum for a research unit around a theme of their choice.

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### Visual Literacy: Creating a Media-Rich Classroom

Our students are visual learners and understanding and mastering visual concepts and techniques is a primary strategy for reaching today's students. In addition, helping students understand and be able to produce media extends their learning in ways not possible with traditional classroom tools. In this class participants will learn how to make their classroom a media-rich environment by both finding and creating everything from effective print documents to short videos. Participants will learn simple principles that will improve any media and understand the underlying brain research and practice applying these concepts in their classroom.

Participants should have access to: A page layout program of their choice (MS Publisher, InDesign, word processor); a video camera (a flip-type camera or in-camera video will do—as will a web cam); video editing software (Windows Moviemaker, Apple iMovie, Premiere Elements).

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### North TIER Partners and Contacts

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