



DIANE PAINTER, EDITOR

JULY-AUGUST 2010

Editor's Message

Diane D. Painter

More than just the sizzling weather crossed most of the Northern Hemisphere this summer. A number of hot issues continue to percolate from Washington, D.C. that are related to the reauthorization of the Elementary and Secondary Education Act (ESEA), as well as other national policy and funding issues that impact that the needs of all in general education and special education- especially gifted education. As our representative in the Children and Youth Action Network (CAN), Joel Mittler, spent several days in Washington, DC this past June meeting with staff of the committees working on ESEA. During his meetings with fellow Council for Exceptional Children CAN representatives, members "of the hill" and officials from the Department of Education, Mittler stressed the need for support for the IDEA Pt. D Technology Development, Demonstration, and Utilization; and, for Media Services programs. In particular, he talked about the critical importance of fully funding IDEA as well as research in special education, and providing funding for the Javits Gifted and Talented Education Act. His CAN report also outlines his voiced concerns about the significant cuts made in technology funding. After you read Mittler's CAN report in this newsletter, please take the time to let him know, as our CAN representative, your thoughts and concerns regarding policies and funding issues. He wants to hear from you since he is our voice concerning these critically important issues. E-mail jmittler@liu.edu.

From the Member's Corner, we learn about past TAM President, Joy Zabala

and her role as Director of Technical Assistance for CAST and for the National Center on Accessible Instructional Materials, also at CAST. Are you aware of the suite of tools produced by the AIM Consortium—including a robust series of informative webinars—available free of charge to all states and interested parties on the AIM Center website located at aim.cast.org? Be sure to check out her article to learn how you can make these resources valuable tools in your technology toolbox!

In her President's Message, Deb Newton brings us up to date on TAM's initiative to make our journal available in electronic format, and how we will be holding elections online. If you have any questions, please contact her at newtond2@southernCT.edu.

As membership chair, I send out monthly welcome messages to new TAM members. I like to highlight the benefits of memberships, in a way to answer that age-old question, "What's in it for me (WIFM) if I join?" But instead of asking what TAM can do for "me," let's focus on what you can do, as a member of TAM, for the profession.

As previously mentioned, Joel Mittler mentions in his CAN article that funding for technology resources and professional development is in danger. In response, TAM needs to capitalize on the talents, skills and expertise of its members and organize professional development initiatives in areas where members live. So, how can we, as individual and collective members of TAM, share our knowledge and skills?

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CAN Report

ESEA (a.k.a. NCLB) aligned with IDEA—Too Many Acronyms?

Joel Mittler, TAM CAN Coordinator

In the hot and humid Washington, DC summer air, much attention is being focused on the upcoming reauthorization of the Elementary and Secondary Education Act (ESEA) (formerly, but no longer, known as NCLB). Although Congress is struggling with continuing economic issues, a banking reform bill and other pressing matters, and while many in the country are watching the events in the Gulf of Mexico, those interested in education are awaiting the reauthorization of ESEA. Having recently returned from the annual CEC CAN meeting, I witnessed this growing interest.

As you may know, ESEA was originally passed in 1965 and has been reauthorized several times since then. Given the movement of our fields towards greater integration with general education, the 2002 reauthorization (NCLB) included students with disabilities in many of its requirements. As we have learned over the past 8 years, however, insufficient forethought was given to the children we care about and several modifications (i.e. alternative assessments, highly qualified teachers) needed to be made either through regulations, policy, or even with IDEA 2004. As Congress moves this time to another reauthorization, CEC and others are hoping to assure that the needs of students with disabilities as well as those with gifts and talents are fully considered. It is clear, however, that ESEA will serve as the basis for the next reauthorization of IDEA.

Thus, in my few days in DC, we heard from Assistant Secretary Alexa Posny, the head of the Office of Special Education and Rehabilitation, who told us

of how she is urging the Department of Education and the White House to fully incorporate the needs of students with disabilities in their many initiatives. On Monday, June 14, 2010, CEC hosted a briefing “up on the hill” on aligning ESEA with IDEA. They had speakers from CEC and even showed the trailer for “Including Samuel” a wonderful documentary on integrating Samuel, a student with cerebral palsy, and others into general education. Samuel’s dad, the film’s producer, and his brother both spoke to the overflow crowd of Congressional staffers and other advocates interested in this topic. We then heard from the staff of the committees that are working on ESEA. They have been engaged in meetings, hearings, and discussion for many, many months and have a difficult task in trying to address the diverse needs of ALL learners. To their credit they all are talking of working in a bipartisan way in crafting this new bill.

On the last day of the meeting, I spent the day meeting with my local members of Congress and their staff to present the positions of CEC. Of course, we discussed the consideration of children with disabilities and those with gifts and talents in ESEA, but I also asked for their support for the proposed bills to specifically fund education jobs, and one that addresses the problem of restraint and seclusion. We also discussed charter schools where I reminded them that, as public schools, charters must conform to IDEA. We also talked of gifted education and had our annual discussion on appropriations, the full funding of IDEA, funding research in special education and funding for the Javits Gifted and Talented Education Act.

As I always do, I particularly emphasized the need for their support for the IDEA Pt. D Technology Development, Demonstration, and Utilization; and, for Media Services programs. I was disappointed to learn that the President’s budget request for this technology program included a recommendation for a significant cut. Recalling that the President makes his budget request in the winter, and that the Congress is expected to act on it by next fall, there was general concern that he essentially flat funded all IDEA programs. The Administration defended that by reminding CEC (and others) that there had been a large bonus for IDEA Pt. B., Pt. C, and Sec. 619 funds in the economic stimulus funding and that some of that money was still going to be available. However, the significant cut in the Technology program of about \$14 million was out of line with the other recommendations. I have since learned that the Administration decided to view specific parts of that program, notably an appropriation to the Greater Washington Educational Television Association (GWETA) of \$737,000 and an appropriation to Recording for the Blind and Dyslexic, Inc. of \$13,250,000 as earmarks and decided to remove them from the regular appropriations process. I am certain that both programs are actively trying to change that outcome. If any of you know of any efforts of either of these organizations to keep their funding, please contact me and I will forward your input to our staff at CEC.

I am most impressed with the work that CEC does in the public policy area. Since ESEA is such a wide-ranging law, it involves consideration of assessment, accountability, teacher evaluation,

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President's Message

Deborah Newton

Dear TAM Members:

There are some exciting changes ahead for TAM related to elections and JSET.

Be on the lookout for e-mail notices about electronic voting in the coming months. For the first time, TAM will be utilizing electronic voting to refill vacant executive board positions. As you may remember, the election of new board members was suspended last year to provide an opportunity to examine current positions and responsibilities. At the board meeting held in April at the CEC Convention, after careful consideration and much discussion the board voted to eliminate the position of vice-president, keep two member-at-large positions, and refill the position of secretary.

Members who would like to run for a vacant position – 1 member-at-large and secretary – are invited to contact Past-President Betty Nelson at benelson@uab.edu. Please send her a 100-word bio, current professional affiliation and preferred contact information. Self-nominations are welcomed. The deadline for nominations is September 15, 2010.

TAM will soon begin providing JSET in electronic format for TAM members. This method of distribution is a cost-cutting move to keep the TAM membership fee at a reasonable affordable price. You will still get the same great content, but it will just be in a different format! The electronic file will be a downloadable, searchable, printable, PDF file. A flyer with additional information will be included with your last hard copy of JSET.

I want you to get all your issues of JSET and other member benefits. If you did not provide an email address when joining CEC and TAM or your email address has changed, please send an email with your current email address to contactus@tamcec.org. TAM respects your privacy and will never disclose or sell your e-mail address.

I hope you are as excited about receiving JSET in electronic format as we are

in providing it for you. I wish you all a safe and happy summer.

With warm regards,

Deb

Deborah Newton

President, TAM 📧

Editor's Message (continued from p. 1)

First and foremost, TAM publications are used internationally as resources in teaching training and as invaluable tools when considering assistive technology in the IEP process. Written by TAM members who are experts in the field of instructional and assistive technology, TAM products such as Technology in Action publications, TAM Technology fans, the Journal of Special Education Technology (JSET) along with the newly released JSET CD (24 volumes of all the past journals), and TAM Monographs make wonderful training tools for professional development and higher education teacher training initiatives. Do you have an interest in writing for TAM? Please contact the Publications Chair, John Castellani, at jcastellani@jhu.edu. And as a reminder, TAM product information and ordering forms can be found on our TAM website at <http://www.tamcec.org/>.

Second, TAM's Professional Development Committee, now headed by TAM

past-president, Tara Jeffs, believes that TAM can provide professional development opportunities. Let Tara know any ideas and information that can be used for TAM PD initiatives. Please contact her at assistivetech@gmail.com.

So, with that said, please let us know what you are doing so we can highlight those things in our next edition of the TAM Connector! E-mail me, please, at ddpainter@rstarmail.com. 📧

TAM CONNECTOR

TAM Connector is published 4 times a year by the Technology & Media Division of the Council for Exceptional Children. Email all news items to Diane Painter (ddpainter@rstarmail.com). Change of address should be sent to Susan Simmons at the Council for Exceptional Children, 1110, N. Glebe Rd., Arlington, VA 22201-5704.

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Member's Corner

Member's Corner

Highlighting the work of Joy Zabala, CAST.org

Members of the Technology and Media Division of the Council for Exceptional Children have varied backgrounds, experiences and expertise. We are always thrilled and proud to bring to the attention of all our members the resources and contacts that can be found throughout our division of CEC. This edition of the TAM Connector highlights the work of Dr. Joy Zabala.

Zabala joined the Center for Applied Special Technology (CAST) in 2007 as the Project Manager of the Accessible Instructional Materials (AIM) Consortium and currently serves as the Director of Technical Assistance for CAST and for the National Center on Accessible Instructional Materials, also at CAST.

The AIM Consortium was funded by the Office of Special Education Programs (OSEP), U.S. Department of Education to accomplish over-arching three goals: 1) To facilitate the development of state systems for increasing the awareness and timely provision of accessible instructional materials via NIMAS/NIMAC for qualifying students and by other means for non-qualifying students; 2) To ensure that state systems for the identification, acquisition, and use of accessible instructional materials employ high quality procedures and practices; and 3) To produce related products and services scalable and made available to all states and territories. Working in cooperation with NIMAS-related projects funded by OSEP, the AIM Consortium supported 1) increased awareness; 2) the equitable identification of students; 3) the accurate selection of specialized formats, supports, and services; 4) the development of acquisition systems; and 5) professional development and training for students, educators, and families.

The work begun, lessons learned, and products developed by the AIM Consortium are integrated into the continuing work of the National Center for Accessible Instructional Materials that provides knowledge development, technical assistance, and leadership to state and local education agencies as well as to others involved in the massive collaborative effort involved in getting high quality accessible materials into the hands of students who need them. The suite of tools produced by the AIM Consortium is among the huge and growing resources – including a robust series of informative webinars - available free of charge to all states and interested parties on the AIM Center website located at aim.cast.org.

Visit the AIM Center website to explore the AIM Consortium tools. They include: **The AIM Navigator**, a process facilitator that assists IEP teams with identifying need for specialized formats, the selecting and acquiring formats and supports that match student needs; the **AIM Explorer**, a simulation tool provides an environment in which to try out a range of common settings to determine which

are most useful to a student; **The AIM Product Tutorials** that provide extensive brief videos and other supports to help teachers and families use a range of technology tools related to AIM; **The AIM Guide to Federally-Funded AMPS**, which provides detailed information at-a-glance about the three federally funded accessible media producers; **The AIM implementation Guide**, which contains a video that highlights the benefits of accessible materials (particularly text-to-speech) and a detailed guide for getting started that includes strategies, forms, and many other supports; **Two graduate-level courses** that are made available free of charge to any sponsoring university or professional development organization who would like to offer them; and, coming soon is **AIMing for Achievement**, a DVD packed with interviews, scenarios, vignettes, and tips that are sure to be helpful to all interested in learning more about accessible instructional materials from many different points of view.

You can contact Joy Zabala via email to jzabala.cast.org. She will be delighted to hear from you! 🎧

CAN Report (continued from p. 2)

teacher pay, collaboration of educators, as well as concepts that we in special education have been working on such as UDL, RTI, and PBIS. The difficulty is coming up with national policy that addresses the needs of all in general education, as well as both students with disabilities and those with gifts and talents, and their teachers. While NCLB did not take all these students into account resulting in confusion and frustration, Congress seems to be focused on getting it correct first. To that end, Congressional staffers frequently look towards CEC for answers. They need

and expect CEC to solve some of these difficult problems concerning student assessment, accountability, teacher evaluation and compensation. CEC, in turn looks towards its members and its divisions for the expertise to generate possible answers. I was quite impressed with the very positive relationship that exists between both the Congress and the Department of Education and CEC.

If you want to receive more information on public policy or have any questions or comments, feel free to contact me at jmittler@liu.edu. 🎧



DIANE PAINTER, EDITOR

MARCH-JUNE 2010

Editor's Message

Diane D. Painter

This spring issue of the *TAM Connector* highlights TAM Board initiatives such as professional development opportunities, new TAM publications, product reviews, updates on legislative issues and information about upcoming elections.

Running for an elective office on the TAM Board provides an opportunity to become actively involved in the critically important work for our division. For example, the members-at-large represent our membership in many different ways. As a member-at-large, I serve as membership chairperson and attend the representative assembly at the annual CEC meeting each spring. This gives our division a "voice" in CEC's policy-making initiatives. The TAM secretary keeps meeting minutes and assists the president as needed with correspondence. Board members also work with TAM members in the areas of product production, professional development and legislative monitoring. Won't you consider running for office? Past President, **Betty Nelson**, is now taking nominations for President Elect. This person serves one year as President and one year as Past President. Nominations for the position of Secretary, and one Member-at-Large position (serving a 2-year term) are also being sought. Please contact benelson@uab.edu to nominate yourself or another TAM member who would like to be considered.

Our CAN coordinator, **Joel Mittler**, writes in his article about the concern developing in Washington about the reauthorization of the Elementary and Secondary Education Act (ESEA) formerly known as NCLB. In addition, he reveals a new resource from the Office of Special

Education Programs (OSEP), a wonderful new technical assistance resource: LearningPort (<http://www.learningport.us/>). This national online library of professional development resources helps bridge research, policy, and practice.

Have you thought about how TAM products can be used to disseminate technology ideas that support teaching and learning? For example, in the TAM products review section of this newsletter, I highlight information presented in the new *Accessibility in Action: Universal Design for Learning in Postsecondary Settings* monograph, as well as the new TAM fan on Universal Design for Learning. Our Member's Corner contains a message from TAM member, **Cheryl Temple**, who reviewed the Smartpen. This product is also described in the UDL monograph as an AT tool that can be used to take class notes that can be easily posted online for all class members to access. In addition, please look for information in this newsletter on creating university-school connections, how TAM products can be used to support staff development initiatives, and the newly launched Learningport.org.

In summary, our TAM Connector can only be as good as those who contribute to it. Please let us know what you are doing in the field and how technology is being used to support teaching and learning. We would love to share your product review, ideas for staff development, experiences related to research, policy and practice. Please contact me, **Diane Painter**, editor at ddpainter@rstarmail.com. 📧

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Forging University-School Connections


Diane D. Painter

In spring 2009, Shenandoah University partnered with Northern Virginia CEC's chapter to present an after school special on supporting the IEP process. Members from that chapter and I, a CEC-TAM member, presented five different learning "stations" on how to use available resources to manage one's time and responsibilities before, during and after IEP's are created. CEC member, **Judy Shanley**, shared resources from the OSEP Web site, and I shared the TAM products wheels, fans and AT planners as resources that can be used when considering, selecting, and implementing assistive technology in the IEP process. Teachers, administrators and university students attended this after-school event, representing

five school districts and two private schools.

Then in spring 2010, CEC-TAM member, **Cheryl Temple**, and I from Shenandoah University worked with two Northern Virginia school districts' assistive technology specialists to hold an after-school Assistive Technology information event. This time over sixty students in the graduate special education and occupational therapy programs at the university attended to learn about Web 2.0 tools, Smartboard learning centers, AIM-VA accessible materials, making accessible activities using Microsoft WORD, and using portable AT devices in inclusive classrooms. Again,

attendees learned about how TAM products can be used when considering AT for persons with disabilities.

As a TAM member and university faculty coordinating these events, I called upon my friends and colleagues from CEC to help me plan and present the sessions. In particular, I am grateful to **Cynthia Warger**, TAM products manager, for supplying me with product flyers, and products such as wheels and fans at special bonus offer rates that we could then make available as give-aways or for special purchase at the these events. If interested in using TAM products at your next professional development event, contact cwarger@msn.com. 

New TAM Product Reviews

Diane D. Painter

Accessibility in Action: Universal Design for Learning in Postsecondary Settings

Accessibility in Action: Universal Design for Learning in Postsecondary Settings is a new TAM publication edited by **John Castellani** and **Cynthia Warger**. There are four chapters in this monograph written by postsecondary educators who embrace Universal Design for Learning (UDL) principles and the use of technology to meet the needs of today's diverse student population in higher education settings. The first chapter, *Implementing Universal Design for Learning in Postsecondary Classrooms* by **James Stachowiak** and **John Castellani**, explains that IDEA does not provide for students once they transition into postsecondary

environments. Students with disabilities are expected to become advocates for themselves and seek out accommodations they know will be of benefit to them. The article outlines what can be done to ensure students' needs are met in large lecture halls, lab settings, and field experiences; as well as ways students can have successful access to course products and assessments.

James Stachowiak's second article, *Technology Tools for Implementing Universal Design for Learning in Postsecondary Settings*, addresses the common misunderstanding that Universal Design for Learning and assistive technology (AT) are essentially the same thing. General technology used in UDL implementation and AT tools that are used to increase, maintain, or improve the functional capabilities of individuals with disabilities are described in detail,

with numerous references to products and Web sites that can be used to help postsecondary students with learning challenges achieve.

The third article, *Universal Design for Learning: Working with Adult Students in Online Courses* by **John Castellani**, **Tara Jeffs** and **Melissa Engleman**, highlights Web accessibility designs and online content management tools that follow Federal guidelines (Section 508 of the Rehabilitation Act of 1998) and UDL principles. Online learning development tips such as designing activities around learner goals and the UDL principles of representation, engagement and expression activities can help any Web developer understand the issues related to online accessibility.

Linda Carling and **Kristen Winter** penned the fourth article, *Enhancing the Adult*

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CAN Report

Public Policy Much Discussed at the CEC Convention

Joel Mittler, TAM CAN Coordinator


Amid the 900+ professional development sessions at the recently completed CEC Convention in Nashville, TN, were several that focused on public policy. Of course, CEC was pleased that Secretary of Education Arne Duncan agreed to keynote the conference, reportedly giving his first major speech on Special Education. While he was very supportive of our field, he also made sure to discuss children with exceptionalities within the context of the overall Obama agenda for education.

Also speaking was Alexa Posny, the Assistant Secretary of the Office of Special Education and Rehabilitative Services. Dr. Posny, who is a long time member of CEC, was complimented for her availability to CEC staff as issues arise that require her attention. At other sessions, we heard from Larry Wexler, Director of the Research to Practice Division within the Office of Special Education Programs, who unveiled a wonderful new technical assistance resource: LearningPort (<http://www.learningport.us/>)

a national online library of professional development resources compiled to help bridge research, policy, and practice. Of course there were many other public policy presentations by many within and outside government.

The current discussions in Washington concern the developing reauthorization of the Elementary and Secondary Education Act (ESEA) formerly known as NCLB. Hearings before Congress have begun and many ideas are being debated. While it is still too early to know if the reauthorization will occur before Congress adjourns late this summer and begins their 2010 election campaigns, both the Obama administration and CEC have issued publications that include their recommendations for this new legislation. It is encouraging to hear that the Obama administration will keep children with exceptionalities in mind as they move to revise the current law.

Of course the other current legislative item that requires attention is the approval of a Federal budget for fiscal year 2011, which begins October 1. While the Obama administration has requested a large increase for education, they have only asked for a small one for IDEA programs with many programs flat funded and one that we care about, the Technology and Media Program under Pt. D, getting a cut. Meanwhile, funding for the Javits program for gifted and talented youth is proposed to be absorbed into a larger program that addresses other issues. If adopted, it is hard to know if any money will be available for the Javits program. CEC will continue to advocate for overall increases as well as restoration of the proposed cut in the Technology and Media program.


If you have any questions, want to be included in a weekly update from CEC, or have concerns, feel free to contact me at jmittle@liu.edu. 

New TAM Product Reviews (continued from p. 2)

Learning Experience with Web 2.0 Tools. The authors describe how Web 2.0 tools can be used to effectively promote engagement in an integrated higher education learning environment. In particular, the authors offer numerous resources that instructors and students can use to produce and share course documents, and engage in collaborative activities in password-protected environments.

Universal Design for Learning TAM Fan

Universal Design for Learning (UDL) is an approach to curriculum development, instruction, and assessment that uses instructional and assistive technologies (AT) to accommodate individual differences while engaging all learners. This new TAM Technology fan

authored by John Castellani helps educators consider how instructional and assistive technologies can be used to access the curriculum through multiple means of presentation, engagement and assessment modes. Varying learning materials, integrating technology into authentic learning experiences, and using flexible assessment ideas are all included in this easy-to-use TAM Technology fan. 

Member's Corner

Member's Corner

Cheryl Temple, Manager, Assistive Technology Services
Fairfax County Public Schools, Virginia

Pulse Smartpen: A Product Review

Has this ever happened to you? You attend an inspiring presentation, you take a few notes, but when you try to explain it to someone else you can't remember all of the information that excited you in the first place? Do you ever wish that you could go back and listen to a presentation again and again and again? The Pulse™ Smartpen by Livescribe might be just the technology tool you or your students need.

How does the technology tool work? The infrared camera in the tip of the Pulse Smartpen records everything you write or draw. If you choose to use the record feature, the Smartpen will link audio to what you write, tap or draw on Livescribe dot paper. The built in speaker records the audio and the microdots on the special paper enable the infrared camera to track everything. There is a 3D recording headset with embedded microphones that come with the Pulse Smartpen that improves the recording quality. You can replay the recorded audio by tapping directly on your notes. You can also save your notes to your computer and search for words within your notes. You can export your written notes as PDF files and you can export your audio files. If you logon to the Livescribe Community, you can share your notes and recordings publicly or privately. Depending on the size of the Pulse smartpen that you purchase, you can record up to 400 hours of audio.

How Can the Smartpen Be Used?

The list is almost endless, but below are some of the ways I am using the smartpen or ways I have seen it being used in my school district.

Taking Notes at Meetings

I have uploaded all of my meeting notes from 2009-2010 onto my computer. Whenever I need to refer back to a meeting, I use the Search Feature. All of the pages with the search word that I enter will be shown. I can then find the information that I need. TIP: At the top of every page, put a title. For example, Office of Special Education Meeting, April 26, 2010.

Staff Observations

As an administrator, I complete staff observations. When I go into a classroom to observe a lesson, I can record audio as I am taking notes. When I write up the observation, I can use the notes to refresh my memory or as a talking point to share with the teacher. TIP: You can stop and start the record feature. You don't necessarily need to record the entire lesson, maybe just parts of the lesson.

Teaching College Courses

I teach graduate courses in special education technology and when my students make presentations to the class, I take notes and record their presentation. When it's time to grade their assignment(s), I have a record of their presentation that I can go back and listen to if needed.

Staff Use

As Assistive Technology Resource Teachers, my staff members have large caseloads which require them to visit multiple schools. For record keeping purposes, after they work with a student, they enter the information into a database. To make this process easier, some of them use the Pulse smartpen to write notes and then use a piece of


software that converts handwritten notes into digital text. This software, *MyScript for Livescribe*, can be purchased from Vision Objects.

General Education Teachers

Some of our second grade general education teachers are using the Pulse smartpen for taking running records. By using the smartpen, teachers are able to record a one minute reading sample and create audio files for the students. This allows the teacher to listen to the recording again if they have questions about what they heard the student read. In addition, students may benefit from hearing what they read as they work on their reading skills.

Students

We are beginning to use the Pulse Smartpen for middle or high schools students who have difficulty taking notes in class. Sometimes students use tape recorders or get notes from another student or the teacher. By using the Smartpen, the student can write down keywords and use the record feature that links their writing to an audio file. They no longer have to worry about getting lots of information down on paper. By tapping on the keyword, the student can gain access to whatever the teacher was saying at that point. They can pick and choose what they want to hear again. It also allows them to be independent and not rely on others for their notes.

To see more educational uses or to view recent webinars on the Smartpen, go to the K-12 Education link at the Livescribe website at: <http://www.livescribe.com/education/learning.html/> Questions about this article? Contact Cheryl Temple, Cltemple@fcps.edu. 


LearningPort.org Resources Supports Special Education Programs

Diane D. Painter

LearningPort is a free national professional development library of resources designed by U.S. Department of Education Office of Special Education Programs (OSEP) to support the use of ARRA funds.

LearningPort makes available a variety of materials from national associations, state education departments, and technical assistance centers like the IRIS Center in a variety of formats, including full video training modules, Webinars, and conference materials. Many of these free resources can be incorporated into larger training packages being developed in states and school districts. OSEP expects that the catalogue of LearningPort resources will grow rapidly.

LearningPort was developed in response to an OSEP document titled *American Recovery and Reinvestment Act of 2009: Using ARRA Funds Provided Through Part B of the Individuals with Disabilities Education Act (IDEA) To Drive School Reform and Improvement*. In addition to suggesting uses for ARRA funds, OSEP included a detailed description of what the department considered high-quality professional development. It is assumed that many school districts will use a portion of their ARRA funds to support the provision of professional development. This being the case, we hope this Web site will become a valuable resource for states, LEAs, and schools to help avoid duplicating efforts.

To view the available resources, visit the LearningPort site at <http://www.learningport.us>. 

TAM CONNECTOR

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