

it's about **t.i.m.e.**

technology in math & science education

The TI-15 Explorer™ is Put to the Test

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It's test time in Terri Goyins' fourth grade class at Buckalew Elementary in The Woodlands, Texas. "Taking the test" is TI's newest 2-line display calculator, the TI-15 Explorer.

Goyins and her class were selected recently to participate in a pilot program for the calculator.

"Before being selected to participate in the program, I had seen an advertisement for the TI-15 Explorer in NCTM's *Teaching Children Mathematics* magazine," said Goyins. "The calculator really got my attention. So after seeing the advertisement, I immediately visited TI's web site to download all the information I could get about it."

Coincidentally, Goyins got a call shortly thereafter with the news that a TI representative would be visiting her school to invite her to participate in a

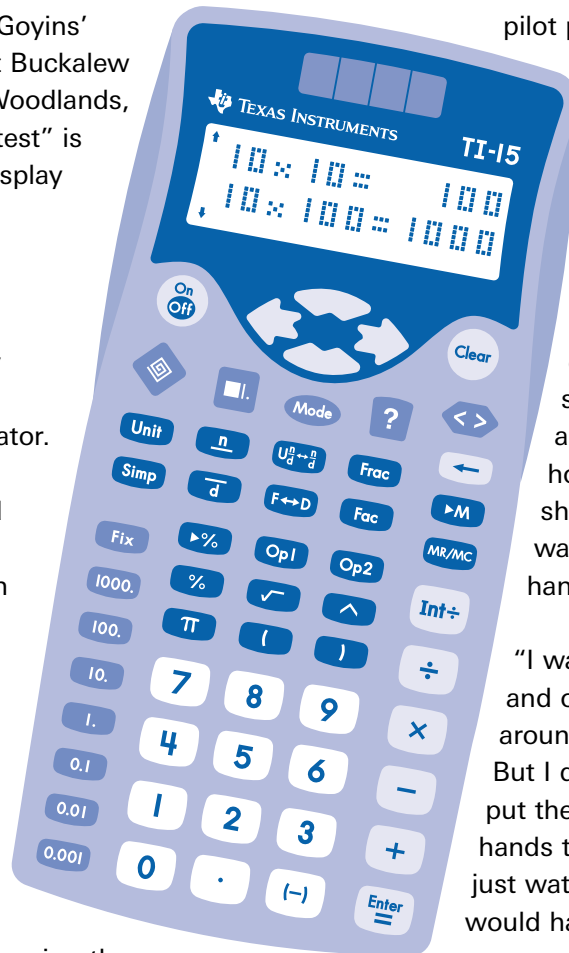
pilot program for the TI-15. After the meeting, Goyins didn't have to think twice about participating in the program.

When the calculators and support materials arrived at Goyins' home last January, she could hardly wait to get her hands on them.

"I was busy that day and only got to play around with them a little. But I decided I would put them in my students' hands the next day, and just watch to see what would happen," she said.

It didn't take long for the students to discover there was something really different about the calculator—the two-line display. And, one boy commented that "the calculator must have a memory because when I scroll up I can see all the problems I did before."

Continued on page 3



the state line



TI Supports North Carolina Educational Collaborative

In its third year, North Carolina's Mathematics Teacher Leadership Network (MTLN) continues to carry on its slogan, "Teachers Developing Teachers." The statewide capacity-building system is paving the way to provide statewide leadership and improve the quality of mathematics teaching and learning in North Carolina schools. The collaborative funding for the program includes The University of North Carolina at Chapel Hill, the North Carolina Department of Public Instruction, and Texas Instruments.

"The MTLN helps school districts and educators strengthen the quality and increase the size of the teaching base in mathematics and science education," said Linda Love, Associate Director Special Projects, University of North Carolina, Mathematics and Science Education Network (MSEN).

The program provides elementary, middle school and high school teachers with a modular six-course curriculum that includes intensive instruction on how to appropriately use calculators in a standards-based mathematics classroom. Topics covered include meaningful mathematics, balancing computational

proficiency, number sense, basic facts, concept development, algebraic thinking, data collection, spatial problem solving, geometry, and measurement. Calculators identified for grade level instruction are the TI-15 Explorer for elementary, the TI-73 for middle school, and the TI-83 Plus for high school.

Texas Instruments is providing calculators and supplementary materials for and hosting the professional development workshops for North Carolina's cadre of lead teachers. In addition, TI has provided further educational support by linking its web site to the MSEN web site, and will co-host a regional Mathematics Technology Conference in October as a forum to share best practices and continue dialog among state educators and leaders.

"Our goal with this program is to build a network of certified mathematics trainers who can lead, teach, and inspire other teachers toward excellence in teaching mathematics," said Love. "By providing resources from the state level, we train exemplary teachers to become staff development specialists who can build capacity for teaching mathematics at school, district, regional, state, and national levels."

If you know of a statewide program which emphasizes using calculators in your mathematics or science curriculum, we would like to hear from you. See "It's Your Turn" on page 11.

Continued from page 1

Another student found the problem solving button and learned that after doing five problems in the problem solving mode, the calculator would even correct the test.

"The kids really like the calculator because it has the right amount of features to make it challenging," said Goyins. "And since they've used the Math Explorer™ before, it made it easy to jump right in and try the TI-15."

One girl made an important discovery during a division exercise. While scrolling up on the display during a division exercise, she was able to make the connection between decimals, fractions, and quotients and remainders.

A Whole New World

Goyins believes that if she only had four-function calculators in her class, her students would be limited to just doing arithmetic problems.

"Now there are so many more possibilities with the TI-15," she said.

One of those possibilities is the calculator's pregraphing capabilities, a big help when Goyins' students transition to the graphing calculator later on in middle school.

As a T³ (Teachers Teaching with Technology) instructor, Goyins is also excited about using the calculators at upcoming national teacher conferences and Elementary Mathematics Plus (EM+) workshops this summer.

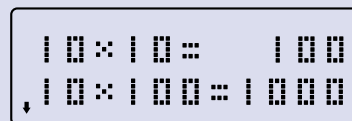
But most amazing to Goyins was how much the students discovered in just a few days of experimenting with the TI-15.

"I'm so grateful to have the calculators on a long-term loan," said Goyins. "What a learning opportunity this will be for these kids!"

To see how the TI-15 works right now, visit www.ti.com/calc/15 for a visual on-line demonstration.

Special Features of the TI-15 Explorer

2-line display shows entries and results at the same time. Scroll up to review previous entries and results and look for patterns.



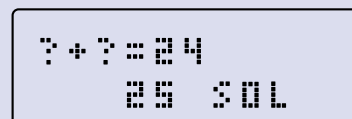
Fractions are displayed in stacked format.



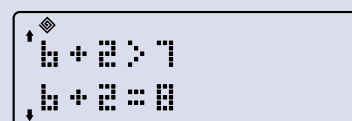
Simplify fractions automatically or step-by-step.



Problem Solving feature lets you create or the calculator create a problem. Guess a solution, check your guess, then guess again.



Hints tell you the number of solutions.



Hints help you find a solution.

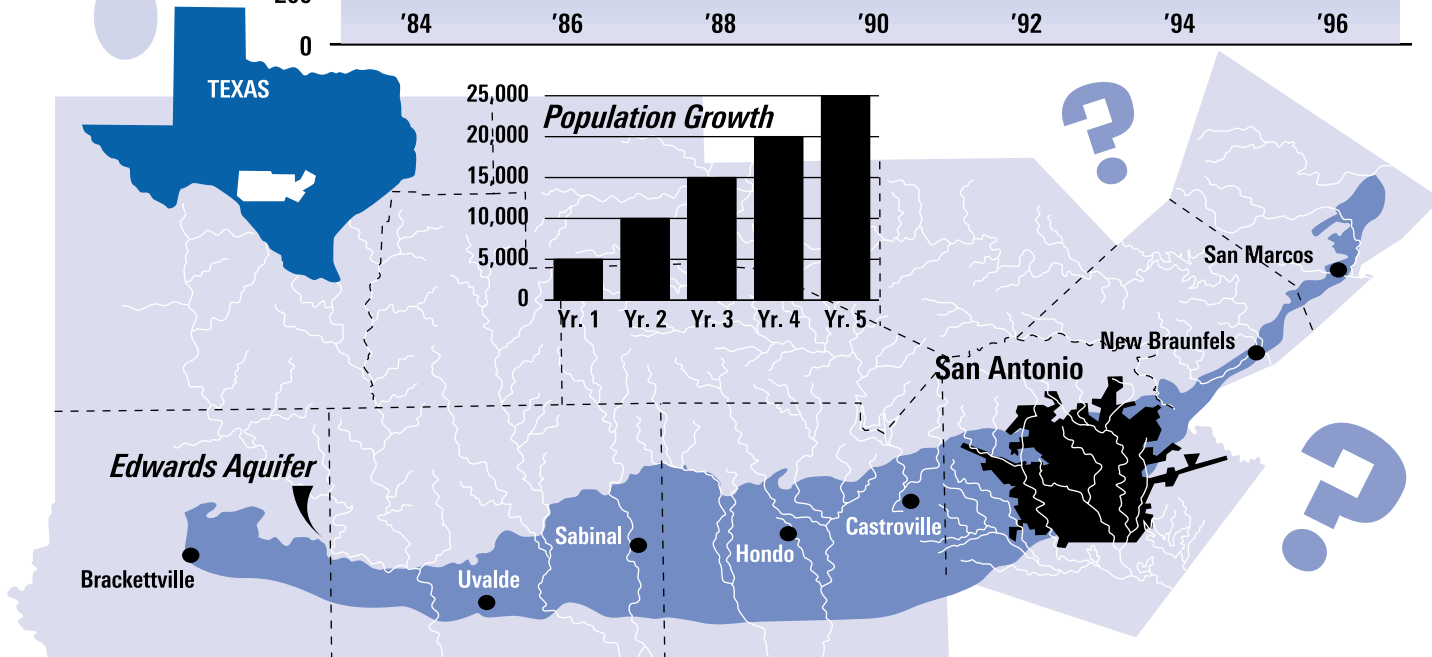
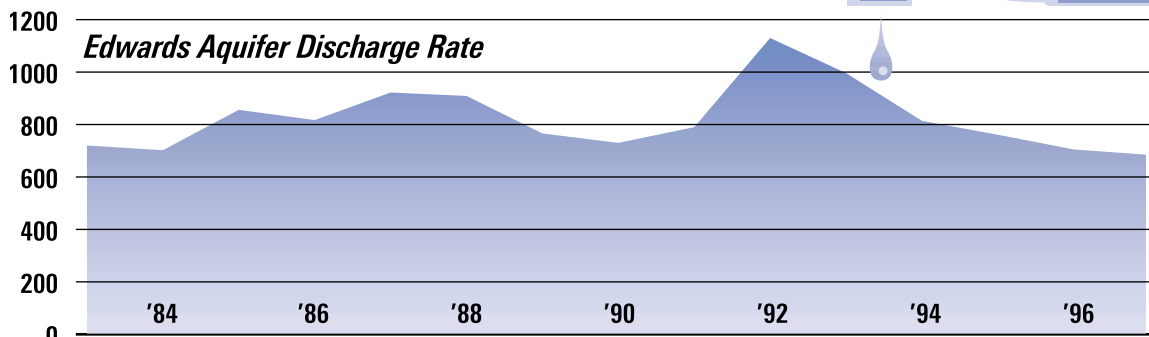
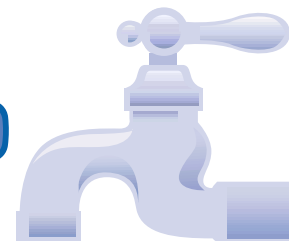
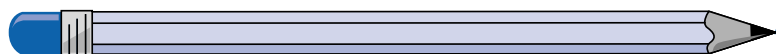
Place Value feature lets you see how many 1s, 10s, 100s, 1000s, or even 10ths, 100ths, 1000ths.



Place Value feature also lets you see the place value of any digit.



calculator ACTIVITY



Water, Water: An Activity for the TI-15

Concept/skills

- Multiplication
- Division
- Percent
- Ecology
- Problem-solving
- Prerequisite: median

Materials

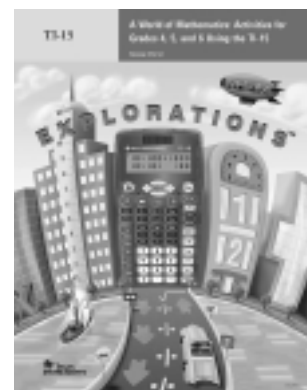
- TI-15 calculators
- Paper, pencils
- Markers

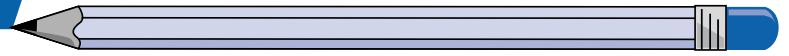
Overview

Students will work in cooperative groups to solve a real-world problem involving water consumption. Each group's final product will be a chart showing the results of the group investigation, an oral presentation about the group's solution to the problem, and individual written explanations about the processes used by the group to reach a solution.

Excerpted From

This activity is one of many in the Texas Instruments newest EXPLORATIONS Series Book, *A World of Mathematics: Activities for Grades 4, 5, and 6 Using the TI-15* by George M. Christ.





Focus

Discuss the use and need of water with the students. Have them make estimates/guesses as to the average amount of water one person uses each day. Have them make lists of the ways individuals use water: drinking, bathing, toilet flushing, washing clothes, watering yards, swimming pools, and so forth. Additional information on water consumption can be found at <http://clarkpud.com/tips.htm>

Presenting the Problem

1. Review the four steps of problem solving with the students:

- Understanding the problem
- Making a plan
- Carrying out the plan
- Evaluating the solution

Have the students read The Problem column and paraphrase the problem. Make sure the students are clear on what the problem asks.

2. The Problem column gives the students the necessary information to solve the problem. Have the students make a plan and carry it out. Help them evaluate their solution before they begin making their chart to show their results.

3. If groups have difficulty with the problem, use the Things to Consider column. It provides guiding questions to help the students complete the problem-solving steps.

4. Have the students post their charts and present their plan to the rest of the students.

Evaluating the Results

After the charts are posted, have students examine the various solutions presented. Ask:

- How are the charts similar?
- How are the charts different?
- Ask them to compare the numbers used.
- Did all groups use the same numbers?
- Why do you think this is so?

Ask them to determine the reasonableness of the results.

- Did each group answer the question?
- Do the numbers used make sense?
- Did all of the groups consider all of the variables?
- Ask them to consider how the calculator was used.
- Did all of the groups use the calculator in the same way?

Ask them to extend their thinking.

- What would happen if the discharge of the Edwards Aquifer decreased?
- Would all of the towns survive?

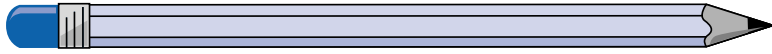
Extension

The problem calls for using the median discharge of the Edwards Aquifer in determining the water consumption of a new town. Students could also calculate the mean discharge and compare the numbers. A discussion about the similarities and differences between two measures could occur.

Additional Information

Additional information about the Edwards Aquifer can be found at this web site: <http://www.edwardsaquifer.net> Permission for using the information from this site was given by Gregg A. Eckhardt.

student ACTIVITY



The Problem

Name _____

Date _____

How much water will a new town use?

Your team has been asked to decide if the Edwards Aquifer can be used as the water source for a new town in the Hill Country of Texas. This town will have a beginning population of 5,000 people. Each year, 5,000 more people will live in the town until the population reaches 25,000 people. Your problem is to decide if there will be enough water from the aquifer for the town.

The Facts

- An aquifer is an underground water source. The Edwards Aquifer is in the central region of Texas. In the United States, each family of four uses about 350 gallons of water a day.
- Huge quantities of water are measured in acre feet. One acre foot of water is about 326,000 gallons.
- The discharge of the Edwards Aquifer includes springs, artesian wells, and water pumped from the aquifer. The amount of discharge changes each year. The chart below shows the annual discharge for the years 1983 – 1997.

Annual discharge for the Aquifer (in acre feet)

Year	Discharge	Year	Discharge	Year	Discharge
1983	720,100	1988	909,700	1993	996,700
1984	702,300	1989	766,800	1994	814,800
1985	856,500	1990	730,000	1995	761,000
1986	814,300	1991	790,600	1996	705,600
1987	922,000	1992	1,130,200	1997	684,700

- About 30% of the discharge of the Edwards Aquifer is used by municipalities, such as the new town, and the other 70% includes spring flow, water for irrigation, and water for manufacturing plants.
- Many municipalities use the Edwards Aquifer. San Antonio, a city of about 959,000 people, uses the Edwards Aquifer as its primary water source.

The Task

1. Your team will create a chart showing the following information:
 - The number of people in the town each year
 - The amount of water they will use each year
 - The median discharge of the Edwards Aquifer in acre feet
 - The percentage of the median discharge the town will use each year
2. Each person on the team will write an explanation of the team's solution. This explanation will answer these questions:
 - How did you calculate the amount of water per person?
 - How did you calculate the amount of water the town will use each year?
 - How did you decide if there was enough water for the town?

Things to Consider

Understanding the Problem

Read The Problem column, and then answer these questions.

- How much water does a family of four use each day? How much water does one person use each day? How much water does one person use in a year? How do you know?
- How many gallons of water are in one acre foot? How many people can live for a year on that number of gallons? How do you know?

Making a Plan

Before you make your plan, answer these questions.

- What is an estimate of the median discharge of the Edwards Aquifer?
- What percentage of the water was used by municipalities?
- How many acre feet of water were used by municipalities based on the median discharge?
- How many people could live on that much water for a year?
- How much water does San Antonio need for its population for a year?
- What percent of the water for municipalities does San Antonio use?
- How much water will the people in your town need each year?
- What does your chart have to show? Do you have all of the necessary information? What other calculations do you need to make?
- What kind of chart would best represent this information?
- How will you display your information on the chart? What additional information will you show on your chart? Have you considered including the discharge of the Edwards Aquifer, the amount of water one person uses in a year, or the amount of water San Antonio uses each year? What other information do you know that might make your chart more informative?
- How can you make your chart clear and understandable to the class? Are the letters large enough? Are the colors dark? Is it easy to read?

Evaluating the Solution

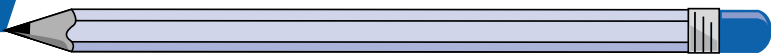
- Did you answer the question? How do you know?
- Does your answer make sense? Is your population smaller than San Antonio? Is the amount of water you plan to use less than the amount used by San Antonio?
- Did everyone in the group write an explanation?

using the calculator

1

2

3



Water Water: Rounding the FIX keys

Try this problem with the calculator:



1. Harold went to the store to buy clothes. He bought a pair of jeans for \$23, a pair of pants for \$31, a shirt for \$14, and a sweater for \$26. About how much did Harold spend?

Press **The display shows**
 [Fix] [10.] 23 [+] 31 [+] 14 [+] 26 [Enter] _____

This gives the answer rounded to the nearest 10.

Press **The display shows**
 [Fix] [10.] 23 [+] 31 [+] 14 [+] 26 [Enter] _____
 [Fix] [.] _____

The exact answer is now in the display.

How are the two rounded answers alike? How are they different? When you use [Fix] [10.], to what place is the answer rounded? When you use [Fix] [100.], to what place is the answer rounded? If you were going shopping, which answer would be more helpful?

2. In our school district, there are four elementary schools, two middle schools, and one high school. The enrollments at the elementary schools are 529, 476, 603, and 411. The enrollments at the middle schools are 496 and 541. The enrollment at the high school is 723. About how many students are in the school district?

Press **The display shows**
 [Fix] [10.] 529 [+] 476 [+] 603 [+] 411 [+] 496 [+] 541 [+] 723 [Enter] _____

Name _____
 Date _____

How is the answer rounded?

Now calculate the answer to the nearest 10. What keys do you need to use for this calculation?

Now calculate the answer to the nearest 1000. What keys do you need to use for this calculation?

What is the exact answer to the problem? What keys do you need to use to find this answer?

3. The Dallas Stars and the Buffalo Sabres played in the 1999 Stanley Cup finals. They played 6 games. The attendance at each game was as follows:

Game	Attendance
1	17,001
2	17,001
3	18,595
4	18,595
5	17,001
6	18,595



About how many people attended the six games, rounded to the nearest 1000?

What is the exact answer to the problem? When would you need an exact answer? When would a rounded answer be more helpful?

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Introducing Our New Volume Purchase Program for Instructional Calculators

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Each time you buy TI calculators, you can collect proofs of purchase (POPs) to get free classroom accessories. By collecting just a few POPs, you can get a colorful plastic storage caddy to store calculators in your classroom. With a few more POPs, one of our EXPLORATIONS Series Activity Books can be yours.

Collect More, Get More

But it doesn't stop there. When you collect more POPs, you can get a free overhead projectable version of one of our new 2-line calculators, the TI-15 Explorer, TI-34 II Explorer Plus, or TI-30X IIS. You can also redeem POPs for additional calculators for your classroom.

So start collecting those POPs, and get free stuff now! To find out more about what's available through the Volume Purchase Program and how to get it, look in *K-8 TI-CARES*, or:

Visit: www.ti.com/calc/vpp

e-mail: ti-cares@ti.com

Call: **800-TI-CARES**
(800-842-2737)

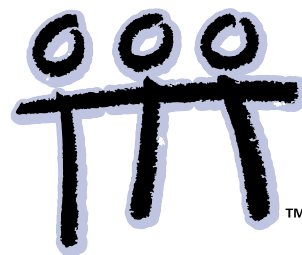
Get a FREE Day of Professional Development!

Want to get more out of the calculators you use in your classroom? We can show you how. Funding is now available for one-day professional development workshops* on TI calculators. And we'll even come to your school.

Taught by experienced educators, your one-day workshop will provide an introduction to a specific model TI calculator. Workshops are designed for elementary or middle grades mathematics and science, and can be designed to meet your needs.

Free and Easy

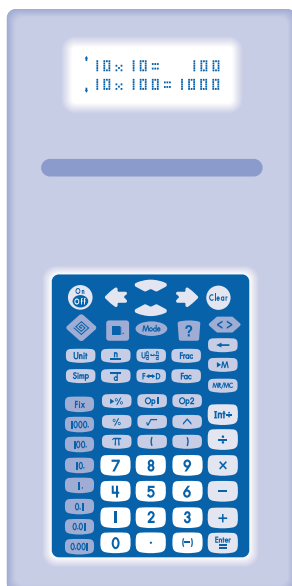
This training is provided through Teachers Teaching With Technology (T³). T³ will provide calculators and other handheld technology for participants to use at the workshop—all at no cost to you.



T³ will also assist you in selecting a qualified T³ instructor to meet your objectives. In addition, T³ will provide the instructor's fee and reasonable travel expenses. A minimum of six hours instruction and 10-40 teacher participants are required.

Let us help you get more out of your calculators! Simply complete the application on-line at www.t3www.org/t3 or call 888-2-TCUBED (888-282-8233) to find out more about T³ training available for your school.

*While we will try to accommodate your requested dates, workshop scheduling is subject to instructor availability in your area. This offer is available in the continental U.S. only and may be modified or withdrawn at any time without notice. Limit two (2) workshops per site per year.



Get the Big Picture With the New TI-15 Overhead Calculator

Now that you know about the new TI-15 Explorer, you'll be happy to know that it will also be available in an overhead projectable version that works exactly like the TI-15 calculator. The see-through keyboard and display of the overhead calculator can be projected by a standard overhead projector. This lets you guide an entire class as problems are explored, enhancing classroom instruction.

Manufactured by Stokes Publishing, this new style of overhead features a strong plastic frame. Teachers who have seen the new frame believe that this will make the new overheads more durable. The new overhead is also powered by a long-life, easily replaceable battery. Battery power allows the overhead calculator to retain your settings and entries, even when the calculator is turned off.

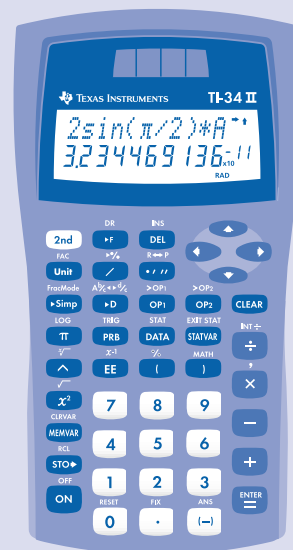
The new overhead model for the TI-15 Explorer will be available in June. To order, contact your Instructional Products dealer or call Stokes Publishing at **800-550-5254**, or visit the Stokes web site at **www.stokesco.com**

You can also purchase these overheads using proofs of purchase from TI-15 calculators. For more information on our new Volume Purchase Program for instructional calculators, see *K-8 TI-CARES*, or visit **www.ti.com/calc/vpp**

New Overhead Projectable Calculators are also available for the TI-34 II Explorer Plus and the TI-30X II. The TI-30X II overhead calculator will work with both the TI-30X IIS and TI-30X IIB. Just like the TI-15 Explorer overhead, these models will be available in June.

The New TI-34 II Explorer Plus™

Need a calculator with fraction capability and scientific functions? It's here! The TI-34 II Explorer has what you need.



With its distinct two-line display, the TI-34 II allows students to view entries on the top line and results on the bottom line. The calculator's scrolling display shows up to 11 characters on the top line, and can scroll from left to right up to 88 characters. The bottom line of the display shows up to a 10-digit answer and 2-digit exponent.

The TI-34 II Combines Other Powerful Features Including:

- Previous entry feature that lets students review and edit previous entries.
- Menus that allow teachers to select settings appropriate to their classroom needs.
- Fraction features that allow operations with fractions and mixed numbers. Simplify fractions automatically or step-by-step.
- Two constant keys with counters to help build tables and develop concepts of multiplication, division, and unit-of-measure conversions.
- Integer division key that expresses results as quotients and remainders.
- Symbolic value of π that recognizes π as a symbol in radian mode.
- Basic scientific and trigonometric functions.

And you don't have to wait to get your hands on the TI-34 II. You can order a teacher kit through your instructional products dealer now.

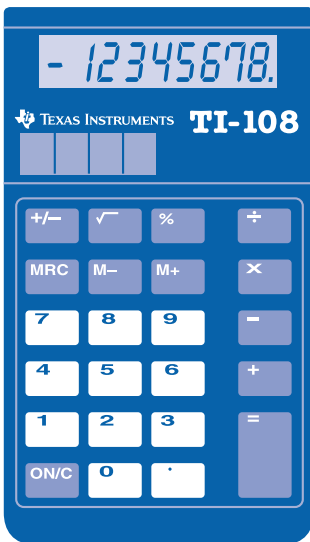
TEACHER FEATURES

Guess My Number

By Gregory F. O'Leary

Cutten School, Cutten, California

Guess and guess again. That's the name of the game with "Guess My Number," a thought-provoking activity that keeps Gregory O'Leary's sixth graders guessing.



To start the activity, O'Leary uses a 100s chart and a TI-108 overhead calculator. Next, he has students try to find a number he has selected on the 100s chart. Students will typically call out the first number they think of, or will ask what range the number is in, like between 25 and 50.

"I will only answer their questions with a 'yes' or

'no,' and I tally all questions, no matter how repetitive," explained O'Leary.

As students work to eliminate all possibilities, they soon begin asking "greater than" or "less than" questions rather than just picking one number.

"In a very short time, students can consistently guess my number in less than 10 guesses," said O'Leary.

All the guessing has a purpose, of course. The activity helps students hone skills related to critical thinking, number sense, mathematical vocabulary, and calculator skills.

Said O'Leary, "Students get very excited and competitive about this activity. Not only does it teach them impulse management, but with the TI-108, students get to use technology and think about what the calculator is doing."

The Shape of Data

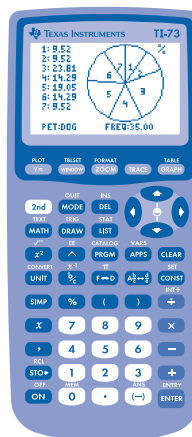
By Anna Flynn

Hawthorne Elementary School, Helena, Montana

Anna Flynn wants her fourth and fifth graders to shape up. It's all part of the "The Shape of Data," one of Flynn's favorite activities from the National Science Foundation (NSF) elementary mathematics project series "Investigations in Numbers, Data, and Space." The activity is designed to help kids learn about the range of numbers, mode, and median.

Things begin to "take shape" by first having kids line up to form a range of numbers, from the lowest to the highest number. The range can be based on many things—for example, each student's height in inches, or the number of small pieces of candy each grabs from a bag.

"The students actually become the data points by acting them out," explained Flynn. "Then I have the highest and lowest children sit down at the same time. This continues until only one or two students are left standing. The number of the student or halfway between students left standing is the median."



Meanwhile, students enter the range of numbers into a list on their TI-73 calculators. Then students can direct the calculator to find the median and the mode. Students can also sequence the number list in ascending or descending order.

"This is a hard concept for younger kids—unless you hook up a TI-73 to a CBR™ and projectable overhead," said Flynn. "Doing this allows kids to

see how moving close to or far from the calculator makes a particular shape."

So what do Flynn's students think about shaping up? One student had this to say: "I learned more about graphing using the TI-73 than I ever did with paper and pencil. Kids can understand how to use calculators if somebody takes the time to teach them."

It's Your Turn!

To submit ideas or articles to *It's About T.I.M.E.*: Please print or type your name, address, school, and grade level on each page of your submission. Then complete the form below and mail everything to:

It's About T.I.M.E.
P.O. Box 650311
MS 3908
Dallas, TX 75265

If your article is used, you will be contacted regarding your FREE Calculator.

Name _____
School _____
Address _____
Phone _____
e-mail _____

All ideas must be original (developed by you).
If accepted for publication, your name and school will be credited as the source.

Get A FREE Calculator!

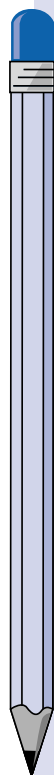
We want to hear from you. If you submit an article that we use, you will receive a FREE calculator. You can choose from the TI-108, MathMate™, Math Explorer, Explorer Plus, TI-15 Explorer, or TI-34 II Explorer Plus. You will receive:



- **One calculator**
- **Teacher Guide in English and Spanish**
- **2' x 3' calculator poster**
- **8 1/2" x 11" calculator transparency**

A few IDEAS for submissions include:

- Activities you have found to be successful for incorporating calculators into your lesson plans.
- Ways in which you have successfully linked mathematics with other subjects using calculators.
- How you are using calculators to reinforce the NCTM standards in your classroom activities.
- How you manage the use of calculators in your classroom: Hints on storage, distribution, collection, etc.
- How your school secures funds for the purchase of calculators.
- How you are using calculators in your classroom as a result of a statewide systemic program in your particular state.
- Any ideas you want to share.



A Plan for Learning...

Discover How to Improve the Effectiveness of Calculators in Class

As technology becomes more and more a part of our lives, calculators are being used as part of the mathematics curriculum. Many teachers tell us they want to be sure they are using calculators appropriately and effectively. For that reason, it's important for educators to work together to figure out where the calculator fits into the overall goals of the curriculum and students' needs.

To boost the appropriateness and effectiveness of calculators in the classroom:

- Have students challenge calculator answers by estimating before they do the calculation.
- Use questions and discussion to help students think actively about the processes used to arrive at answers.

- Incorporate open-ended problems or projects with several possible solutions (or no solutions) into classroom instruction.
- Mix in problems that are easier to solve by hand so students will become discriminating in calculator use.
- Approach mathematics as an integrated discipline rather than a disconnected processes.
- Allow sufficient time for students to explore concepts and make connections using the calculator.

By incorporating these strategies into the classroom, effective calculator use can enhance learning by helping children concentrate on the applications and meanings of the world of numbers.

Regional Conferences

National Council of Teachers of Mathematics (NCTM)

Halifax, Nova Scotia, Canada
July 19-22, 2000

Philadelphia, PA
October 12-14, 2000

Omaha, NE
October 19-21, 2000

Springfield, MA
November 2-4, 2000

Charleston, SC
December 4-5, 2000

NCTM

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Reston, VA 22091-1593
703-620-9840
www.NCTM.org

National Science Teachers Association (NSTA)

Boise, ID
October 5-7, 2000

Milwaukee, WI
October 19-21, 2000

Baltimore, MD
November 16-18, 2000

Phoenix, AZ
December 7-9, 2000

NSTA

1840 Wilson Boulevard
Arlington, VA 22201-3000
703-243-7100
www.NSTA.org

National Conferences

International Reading Association

Indianapolis, IN
April 30 - May 2, 2000

Conference for the Advancement of Mathematics Teaching

Houston, TX
July 27-29, 2000

National School Board Association

Denver, CO
October 25-27, 2000

National Middle School Association

St. Louis, MO
November 2-4, 2000

TI will be exhibiting at all conferences listed here.

TI-15
TI-30X IIS
TI-34 II

New EXPLORATIONS Series Books

A World of Mathematics: Activities for Grades 4, 5 and 6 Using the TI-15

What's new for the bookshelf? It's a one-of-a-kind activity book for our new, one-of-a-kind calculator, the TI-15 Explorer. Introducing the latest in the TI EXPLORATIONS Series activity books, *A World of Mathematics: Activities for Grades 4, 5 and 6 Using the TI-15*.

The new book includes activities that present mathematics content using the innovative features of the TI-15 and helpful problem-solving strategies. The activities link mathematics with other subjects such as social studies, language arts, and fine arts.

All activities include a lesson plan, detailed calculator keystroke pages, and reproducible student pages.



The book's author, George M. Christ, is a respected mathematics consultant at Texas Region 10 Education Service Center in Richardson, Texas. Christ has taught at the elementary, secondary, and university levels. His primary interest is in teacher education, particularly in helping

teachers to connect mathematics problem solving to other content areas.

Said Christ, "By exploring the features of the TI-15 in these structured problems, students will gain the knowledge and skills they need to use the calculator to solve the problems."



Math Investigations with the TI-30X IIS and TI-34 II: Activities for the Middle Grades

Written by Ann Lawrence and Karen Wyatt, this book includes a collection of useful activities that will help incorporate the TI-34 II and the TI-30X IIS into the math curriculum in middle grades. Topics include number sense, patterns and functions, geometry and measurement, probability and statistics and algebraic thinking.

All activities include detailed calculator keystroke pages, reproducible student pages, and teacher notes.

To find out more about TI EXPLORATIONS Series activity books:

Visit: www.ti.com/calc/workbooks
e-mail: ti-cares@ti.com
Call: 800-TI-CARES (800-842-2737)

Get With the Program...

The Texas Instruments K-8 Technology Presenters Program

With the TI K-8 Technology Presenters Program, teachers can receive funding for their schools from TI to help them attend workshops.

By qualifying for the program, schools can receive up to \$300 to help offset the travel and substitute costs of sending K-8 teachers and math and science supervisors to conferences to provide presentations or workshops using TI instructional calculators.

How Does It Work?

Program participation is open to teachers in the U.S. and Canada who are presently teaching in grades K-8 using instructional calculator technology, and/or math supervisors and coordinators of grades K-8.

Teachers or math and science supervisors and coordinators need to complete and submit an application form to TI. Please remember that applications must be received no less than six weeks prior to the conference, and will take approximately three weeks for review and notification of approval. Then applicants will be notified by letter whether or not funding will be provided.

An individual teacher can receive funding up to two times per calendar year for the school. Funding must be for presentations at two different conferences.

Which Types of Workshops Qualify?

Presentations or workshops must include Texas Instruments instructional calculators only and cannot include any competitive calculator.

The K-8 Technology Presenters program includes area, regional, state and national conferences for schools in the U.S. and Canada, and may also include the use of manipulatives and/or literature.

How Do I Sign Up?

Sign up today using the application form on page 15 of this issue.

Applicant warrants that in applying for the funds offered under this program, he/she is certifying that, if approved to receive funds, such funds shall only be used as authorized herein.

In no event shall Texas Instruments be liable to anyone for special, collateral, incidental, or consequential damages in connection with or arising out of this program or the use of funding from this program. Texas Instruments shall not be liable for any claim of any kind whatsoever against the recipient of funding from this program by any other party.

Texas Instruments reserves the right to change or discontinue this program without notice.

K-8 Technology Presenters Program Application Form

Name _____

e-mail (preferred) _____

District (full name) _____

School _____

Preferred mailing address ___ Home ___ School

Address _____

City _____ State/Province _____ Zip _____ Country _____

Other Information

Position (check only one)

- Educator Administrator Technology Coordinator

Level (check all that apply)

- K-2 3-5 6-8 Pre-Service Instruction

Focus (check all that apply)

- General Math Other Math Algebra 1 General Science Other Science

Name of conference: _____

Date/Location of conference: _____

Title and description of presentation/workshop to be published in program:

Texas Instruments calculator(s) to be used in presentation/workshop:

Make check payable to: _____
School Name

School federal tax ID: _____

I agree to provide a presentation/workshop for teachers of grades K-8 using TI calculators as stated on this application. I understand that payment of funding to my school is contingent upon receipt of the participant list and presenter evaluations completed by workshop attendees.

Presenter's Signature _____
Date

Principal/Supervisor's Signature _____
Date

Fill out application and mail to:

Texas Instruments
K-8 Technology Presenters Program
P.O. Box 650311 – MS 3908
Dallas, TX 75265

Source: Presenter

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Focus (check all that apply)

- General Math Other Math Algebra 1 General Science Other Science

In addition to your newsletter subscription, TI will send you updates on our products, resources, and programs.

- DO NOT send me updates

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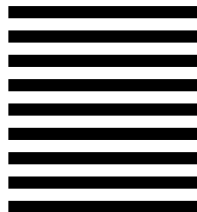
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