

CARMEN LINDA GONZALES, PH.D.

New Mexico State University, Department of Curriculum and Instruction

P.O. Box 30001, MSC 3CUR • Las Cruces, NM 88003-0001

Phone (505) 646-1650 • Fax (505) 646-1576

Email: carmen@nmsu.edu • Home Page: <http://web.nmsu.edu/~carmen>

EDUCATIONAL BACKGROUND

DOCTOR OF PHILOSOPHY: Curriculum & Instruction in Multicultural Teacher Education (CIMTE), UNM, 1995.

Major: Educational Technology and Multicultural/Bilingual Education

Dissertation: *Bringing Telecommunications to Northern New Mexico Communities: Using Online Resources to Extend Community*

MASTER'S DEGREE: Special Education, University of New Mexico, 1980.

Major: Gifted and Learning Disabilities

BACHELOR OF UNIVERSITY STUDIES DEGREE: University of New Mexico, 1971.

Major: Emphasis on Social Science

HIGH SCHOOL DIPLOMA: Santa Fe High School, Santa Fe, New Mexico.

PRESENT POSITION

ASSISTANT PROFESSOR

New Mexico State University

Department of Curriculum and Instruction

AUGUST 1995 - PRESENT

Las Cruces, NM

- In August 1995, I was hired as an Assistant Professor in the Department of Curriculum and Instruction at New Mexico State University to teach in the Learning Technologies Specialization. As a faculty member in the Department of Curriculum and Instruction, I advise graduate students working on Master's and Doctoral degrees, and participate in departmental activities as appropriate. I have also assisted C&I faculty in integrating technology into their courses and daily work. In addition, I have collaborated with other departments and colleges on campus, and with local, state and national groups to improve the use of technology in teaching and learning.

PROJECT DIRECTOR

New Mexico State University

Regional Educational Technology Assistance (RETA) Program

OCTOBER 1998 - PRESENT

Las Cruces, NM

- I am currently directing a multimillion-dollar US Department of Education Technology Innovation Challenge Grant project for statewide professional development of teachers, administrators, and faculty on technology integration. I am also the director of a Star Schools grant to create interactive web-based curriculum modules for students. The RETA Program focuses efforts in the following areas: 1) professional development of preservice and inservice teachers; 2) advocacy development of administrators and policy makers; 3) development of Regional Resource Centers at institutions of higher education; 4) curriculum development and dissemination; and 5) sustainability.
- RETA currently provides professional development statewide to over 1450 teachers annually via workshops delivered by over 85 instructors. The Leadership Academies have been held for superintendents and principals around the state. A web site and curricula have been developed <<http://reta.nmsu.edu>>. Five institutions of higher education, in addition to New Mexico State University, have been chosen as sites for the Regional Resource Centers. These are: Eastern New Mexico University in Portales, New Mexico Highlands University in Las Vegas, Northern New Mexico Community College in Española, Santa Fe Community College, and Western New Mexico University in Silver City. This project is having an impact on the state.

PREVIOUS EXPERIENCE

RESEARCH ASSISTANT – TECHNICAL SPECIALIST

*US WEST TEAMS (Teacher Excellence for a Multicultural Society)
University of New Mexico*

JULY 1992 – JULY 1995

Albuquerque, NM

- Worked in the Inservice Component on the TEAMS project bringing training and support in multicultural infusion and telecommunications to various math/science projects in NM. Managed a bilingual (English/Spanish) electronic bulletin board called Salsanet for teachers in NM.

INSTRUCTOR

University of New Mexico

AUGUST 1994 – MAY 1995

Albuquerque, NM

- Developed and taught a courses for the College of Education, UNM, “Advanced Applications of the Internet” and “Desktop Publishing and Its Applications in the Classroom.”

TEACHER, GIFTED AND RESOURCE ROOM

Los Padillas Elementary School

JULY 1991 – JULY 1993

Albuquerque, NM

ELEMENTARY COUNSELOR

The American School

AUGUST 1990 – JUNE 1991

Tegucigalpa, Honduras

TEACHER, COMPUTERS AND GIFTED

Kealakehe and Holualoa Elementary Schools

AUGUST 1980 – AUGUST 1990

Kailua-Kona, Hawaii

TEACHER, BLIND ADULTS

Services for the Blind: Vocational Rehabilitation

JANUARY 1974 – AUGUST 1978

Santa Fe, NM

TEACHING

Teaching has always been an aspect of my job as a professor of education that I enjoy immensely. Providing students with optimal learning experiences, ones that not only broaden their ideas of teaching and learning, but also ones that can be applied directly to their current experience, is of primary importance to me. This I have accomplished through scholarship, professional development, funded projects, modeling, and reflection. See Appendix #1.

In order for me to excel in teaching requires maintaining expertise in current, relevant content pedagogical knowledge in the field of learning technologies. I stay current in my field through professional reading and research, applied learning, and other professional development activities. I maintain memberships in leading technology organizations that support my teaching, and I have an on-going research agenda that informs my teaching.

I am proud of the innovative course development and teaching I have accomplished. I have developed several very well-received and evaluated, courses on the Web. While these courses require a large amount of time to develop and to teach, I feel they have offered a much needed service to rural areas in New Mexico whose teachers cannot leave their homes and jobs to come to an institution of higher education to continue improving their pedagogy. I have received many requests from around the state and country to offer more distance classes.

Lastly, as a professor of education, I believe it is important to model effective teaching practice and facilitate learning opportunities for my students that they can reflect on, challenge, and ultimately learn through their own experiences. I use teaching strategies grounded in theory and research, drawing heavily from social constructivist learning theory. My courses involve having students work on complex projects, often in-groups, and synthesize information to construct their own understanding of a content area. I have my students learn technology skills and concepts in the context of

using them to solve real-world problems. These projects follow from a theory of learning that suggests that subject matter becomes meaningful, and therefore understandable, when it is used in context-rich activities. I believe that teachers who learn in this way will be better able to provide such environments for their own students.

TEACHING LOAD AND EXPERIENCE

When I arrived at NMSU I was given two courses to teach and faculty development as the third course. They were all new, so I was responsible for the development of the course content and structure. In the spring semester, I again taught three classes (three new preparations). So, in my first year at NMSU I taught five new courses. I continued to develop the original five classes, developed some for the web and have continued to develop new courses. I have taught an undergraduate technology course, supervised the teaching of the undergraduate course, and taught master's and doctoral level courses while here at NMSU.

During the five years I have been at NMSU I have developed and taught at least six new courses for the Learning Technologies area. These included Educational Uses of Computers, Teaching Thinking with Technology (one focusing on thinking and a second course focusing on Media Literacy), Educational Uses of the Internet (both face-to-face and online), Introduction to Multimedia, Internship (focusing on faculty development), and Advanced Fieldwork (one focusing on professional development and another on advocacy development for educational leaders). In the field of learning technologies even when you prepare a course you need to keep up with the changing technology so they never stay the same.

OVERVIEW OF COURSES TAUGHT AT NMSU

EDUC 568 – Educational Uses of Computers
 EDUC/EDLT 573 – Teaching Thinking with Technology
 EDLT 573 – Teaching Thinking with Technology: Media Literacy
 EDUC/EDLT 520 – Introduction to Multimedia
 EDUC 521 – Teaching with Technology (Staff Development)
 EDUC 501 – Integrating Technology into the Curriculum
 EDUC/EDLT 528/628 – Educational Uses of the Internet
 EDUC/EDLT 528/628 – Educational Uses of the Internet on the Web
 EDUC/EDLT 602 – Internship (Learning Technologies)
 EDLT 612 – Advanced Fieldwork (Learning Technologies)
 EDLT 612 – Advanced Fieldwork (Learning Technologies) on the Web
 EDUC 168 – Introduction to Educational Uses of Computers
 EDUC 600 – Doctoral Research

CLASSES TAUGHT AT PREVIOUS UNIVERSITIES

UNM - Advanced Applications of the Internet
 UNM - Desktop Publishing and Its Applications in the Classroom

TEACHING ACTIVITIES SINCE COMING TO NMSU

<u>Fall '95 Courses</u>	<u>Hours</u>
1. EDUC 168	2
2. EDUC 573	3
3. Faculty Development	3

<u>Spring '96 Courses</u>	<u>Hours</u>	<u>Fall '96 Courses</u>	<u>Hours</u>
1. EDUC 568	3	1. EDUC 568	3
2. EDUC 528 (Farmington)	3	2. EDUC 573	3
3. EDUC 520	3	3. EDUC 602	3

<u>Spring '97 Courses</u>	<u>Hours</u>	<u>Fall '98 Courses</u>	<u>Hours</u>
1. EDUC 568	3	1. EDUC 573	3
2. EDUC 528 (WWW)	3	2. EDUC 602	3
3. Grant release - DDL	3	3. Grant release - DDL	3

<u>Spring '99 Courses</u>	<u>Hours</u>	<u>Fall '99 Courses</u>	<u>Hours</u>
1. EDUC 528 (WWW)	3	1. EDLT 612	3
2. Grant release	3	2. EDUC 602	3
3. Grant release	3	3. Grant release	3

The RETA Grant pays 100% of my salary, but I continue to teach, serve on committees and advise students.

<u>Spring '00 Courses</u>	<u>Hours</u>	<u>Fall '00 Courses</u>	<u>Hours</u>
1. EDUC 528 (WWW)	3	1. EDLT 612	3
2. Grant release	3	2. EDUC 600	4 students
3. Grant release	3	3. Grant release	3

TEACHING PERFORMANCE

I use a variety of methods to assess my teaching. These include student evaluations, evaluations from former students, informal feedback from colleagues and co-instructors if applicable, and research on my teaching (web and face-to-face) conducted by my graduate students. I have consistently received positive teaching evaluations for all of my classes. See “Student Course Evaluations” section below.

PEER EVALUATIONS: I believe that collaboration with peers is one of my strengths. Throughout my entire educational career I have been working collaboratively with peers to accomplish things we would have been unable to do alone. I have worked with several of the faculty in Curriculum and Instruction, in other departments in the College of Education, and with faculty from other colleges outside of education including several projects with Dr. Jeanne Gleason in Ag. Communications. I have also collaborated with leaders from the New Mexico State Department of Education and local laboratories. You will find letters from peer collaborators in the Core Document.

EVALUATIONS FROM FORMER STUDENTS: Since I arrived at NMSU I have seen the Learning Technologies program grow from a few students to close to a hundred. I have consistently received positive feedback from students who have been in my courses. Even those who were quite fearful of technology and its possible applications to education have told me they have had positive experiences in my classes. I have had professors recommend my classes to their advisees, as well as former students recommending them to their peers. I receive email messages, cards and letters from former students who tell me how much they learned from being in my classes and how they have been able to apply what they have learned to their current situations.

STUDENT COURSE EVALUATIONS: At the end of each semester I request feedback through course evaluations. I have received consistently high evaluations from students in my courses. A summary of the scores received on a 5-point scale and some student comments follow:

<u>Academic Year</u>	<u>Fall Mean</u>	<u>Spring Mean</u>
1995-96	4.9	4.9
1996-97	4.7	4.7
1997-98	4.8	4.9
1998-99	4.9	4.6
1999-00	4.7	4.8

Some narrative comments from evaluations regarding my overall effectiveness, knowledge of subject matter, and interpersonal skills included:

Face-to-face course comments:

- “Dr. Gonzales is a very caring person and a good teacher.”
- “Carmen is a great teacher, really enthusiastic, and shows great concern for students.”
- “Dr. Gonzales is a good role model for us Hispanic females. She is a great teacher and caring person.”
- “Dr. Gonzales does an excellent job of keeping the class focused on higher goals.”
- “I have learned more in this class than any other I have taken. She really knows her subject matter and how to teach it.”
- “Dr. G. provides a relaxing, trusting atmosphere. She is very personable and approachable.”

Web course comments:

- “This was the first class I have taken online, and I felt overall this was a great learning experience.”
- “Dr. Gonzales has taught a great course! I wish many more courses were offered over the Internet. More courses like this one would allow teachers to continue their education forever.”
- “Dr. Gonzales has a great deal of expertise in the subject and excellent resources too.”
- “Carmen contributes a great deal of expertise to helping understand complex issues.”
- “Dr. G. has vision and excellent student focused attitude and manner.”
- “Dr. Gonzales has set high standards and expectations. She has a great deal of compassion for students.”
- “Carmen was very attentive to student needs by responding in a timely manner and having the forum of a weekly chat and weekly message to keep us on track.”
- “Dr. G’s class is especially useful for those of us who live in the rural areas of the state!”

OTHER EVIDENCE OF TEACHING: Perhaps one of the best evaluations of my teaching, as well as the Learning Technologies program, is the quality of positions my former students have obtained. They have taken positions as faculty at Northern Arizona University, Educational Consultants at New Mexico State Department of Education, faculty at University of Texas at El Paso, various Technology Coordinators around New Mexico and El Paso, a Bilingual Technology teacher in San Diego, and technology faculty at Doña Ana Community College.

TEACHING SERVICES

ACADEMIC ADVISING: My advising responsibilities include graduate students seeking master’s and doctoral degrees. I am advisor to approximately 60 master’s degree students and eleven Ph.D. level students (fifteen unofficial). I take my role as advisor quite seriously, being available to my students both in person during office hours and by appointment as well as walk-ins. I communicate with them frequently via email as well. I have chaired one dissertation and one educational specialists degree, served as a committee member on at least four completed dissertations in C&I, one in EMD, one Interdisciplinary, and one in the English Department. I currently have four students working on their dissertations and more coming up next semester and am a member of eighteen doctoral/ed. specialist committees.

In my role as mentor to graduate students, I have given them the opportunity to co-teach courses, including web-based courses; to make co-presentations with me at state and national conferences; and I have written articles with them. My students who have graduated, have said these experiences were very helpful in preparing them for faculty positions.

SPECIAL TEACHING HONORS, AWARDS, RECOGNITIONS (SEE APPENDIX #1)

October 1999—US Department of Education, Office of Educational Research and Improvement, “Certificate of Appreciation for interest, hard work and dedication to the Educational Technology Expert Panel”

- 1998—Society for Information Technology in Education (SITE), Top Paper Award in Distance Education, *Been There, Done That*, 10th International Conference, San Antonio, TX.
- 1998—The House of Representatives of the State of New Mexico, Forty-Third Legislature, “A Certificate Recognizing the New Mexico Education 2000 Panel...for It’s contributions to New Mexico Students”
- 1998—New Mexico State Department of Education, “Certificate of Appreciation—In recognition of valuable contributions to the New Mexico Council on Technology in Education”
- 1997-1998—Dean’s Scholarship Award, College of Education, New Mexico State University

PROFESSIONAL SERVICES TO TEACHING

One of my most important contributions to the Department of C&I has been the co-development of the Learning Technologies Specialization. Recently, the New Mexico State Board of Education approved an endorsement of “Information Technology Coordinator” for which we have been working through the proper channels to get the C&I Learning Technologies Specialization as a state-approved program. When this is accomplished our graduates will be able to apply for the endorsement area at the NM SDE.

DEVELOPMENT OF INSTRUCTIONAL RESOURCES: I have developed, or co-developed a number of resources. I consider these projects to be a service to educators, both preservice and inservice in the university, state, national, and in the online global community. They are represented in Appendix I. They include the following:

- *Beyond the blue mountains: Technology in New Mexico K-12 schools.* [Video published by Leading Object--NMSU]. A video produced with collaboration from NM SDE’s Curriculum, Instruction and Learning Technologies Unit depicting technology use in K-12 NM schools.
- *RETA Tools 2000 CD.* A CD with curriculum modules and forms for RETA instructors.
- *RETA Website* (<http://reta.nmsu.edu>). Contains over 50 curriculum training modules, student modules with animation and graphics, links to the NM SDE and other useful resources for teachers. We also house the NM State Technology Conference, the NM Professional Development Summit, Enlace, Technology and Teacher Education Conference, and the NM Border Book Festival sites.
- *Virtual Resource Center Website* (<http://vrc.nmsu.edu>). A collaborative project with the NM SDE which contains links to state and national educational resources.
- *Technology Change Agent's WebQuest.* Developed for use in my classes so that students can research and develop policy papers on technology issues related to funding and equity, assessment and evaluation, student learning, professional development and curriculum integration. Available online: <http://education.nmsu.edu/webquest/profdev/reta-doc.html>.
- *Fact or fiction? Truth, opinion, and the web.* A WebQuest developed by me to use in my classes and state and nationally through the RETA project. In this WebQuest students learn to evaluate sources on the Web for accuracy and validity. Available online: <http://education.nmsu.edu/webquest/truth/truth.html>.
- *Integrating the WWW into the curriculum.* A WebQuest designed by me to have students/teachers research how to use the new tools of the Internet to help students express themselves in organized and useful ways Available online: <http://education.nmsu.edu/webquest/528/curriculum/curriculum.html>.
- *Yerbas y remedios: A new look.* The focus of this WebQuest is on yerbas y remedios (herbs and remedies) and a look at how the cultures of the Southwest have used these medicinal plants. Available online: http://horizon.nmsu.edu/ddl/wqherbs_k.html.
- *Educational Technology Planning.* A lesson on technology planning developed for a Distance Education Course sponsored by RIATT (Research Institute in Assistive Technology and Training) called *Organizing Assistive and Educational Technology for the Classroom.* [Video published by UNM-COE]

ASSISTANCE TO OTHER TEACHERS AND COURSES: I have been a guest lecturer for several courses, including Freshman Orientation. I have provided assistance to other faculty members regarding technology use in their courses on numerous occasions and have led a group of graduate students who provided assistance to faculty in technology integration. I have also helped faculty set up listservs for their classes so that they can easily communicate with their entire class at once.

COMMITTEES RELATED TO TEACHING: I have been on a number of committees and searches related to teaching. These include membership in the Teacher Education Council; Teacher Education Program (TEP Selection Committee); C&I Technology Committee; and Bilingual Education Faculty Search Committee.

RECRUITMENT ACTIVITIES: I use a variety of ways to recruit students into my classes and the Learning Technologies specialization. These include posting messages to various statewide listservs; preparing flyers and brochures; developing websites; attending conferences and teacher meetings. We have an excellent record of recruiting diverse students (minority and female) into the C&I Learning Technologies program.

SELF-IMPROVEMENT ACTIVITIES: I continually engage in self-improvement activities related to teaching and more specifically new ways to use technology to improve teaching and learning. While much of my learning is self-taught I do have access to designers and web developers through the RETA project who can help me in my journey. I have also attended WebCT classes.

RESEARCH AND OTHER SCHOLARLY ACTIVITY

Since coming to NMSU, I have maintained a strong commitment to research and publication. My scholarly activity has included conducting research and publishing; acquiring external funds; making presentations at international, national, and state conferences; and accepting numerous invitations to present at local workshops and inservice days. My research interests include the meaningful integration of technology into the curriculum and the professional development needed to accomplish this, as well as research on the impact and effects of distance learning. My expertise in this field is demonstrated by the publication of five articles in national refereed journals; six articles in conference proceedings; a book chapter (in press); seventeen national and international presentations; eleven regional and state presentations; nine research and technical reports; production of a video and CD-ROM; development and supervision of the production of three websites and the RETA newsletter; and publication of four WebQuests. See Appendix #2.

With the RETA program now two years into funding, I have a rich resource for conducting research on the meaningful integration of technology to improve teaching and learning. Currently, I am conducting research on the professional development of teachers and administrators; critiquing the pilot doctoral program for its viability to become a fully integrated program; and have the opportunity to study the activities being conducted at the six RETA Regional Resource Centers at institutions of higher education.

RESEARCH RESPONSIBILITY AND LOAD

During the five years I have been at NMSU, 25% of my workload has been research, publication, presentation, and service. I have received release time from teaching at various times to focus on grant responsibilities. Since January 1999 the RETA grant has paid for 100% of my time, but I still teach, advise students and serve on committees. I am now to a point where the RETA project's major administrative details have been taken care of so now I can concentrate on the research opportunities this type of project affords. We have collected two years of data (both quantitative and qualitative) and have begun to publish our findings in national journals.

FUNDED RESEARCH PROJECTS: TITLES AND SOURCES OF FUNDING: During my five years at NMSU, I have been involved in writing over a dozen grant proposals. They have led to funding of over \$15 million which has supported my research and service interests. Details are given below. In addition, I have collaborated on grant projects with faculty from the Computer Research Laboratory (CRL) and Ag-Communications on two humanities grants. I was the writer for a collaborative grant proposal between New Mexico Highlands University, Western New Mexico University, Eastern New Mexico University, and UNM for a statewide-collaborative distance education Master's degree project. Unfortunately, those three proposals have not yet been funded.

TECHNOLOGY INNOVATION CHALLENGE GRANT

OCTOBER 1998 - PRESENT

\$ 8,723,842 • Project Director

United States Department of Education

Subcontract award through Gadsden Independent School District (LEA)

- **Regional Educational Technology Assistance (RETA):** Is a statewide professional development project (<http://reta.nmsu.edu>). It is a multimillion-dollar US Department of Education Technology Innovation Challenge Grant project for statewide professional development of teachers, administrators, and faculty on technology integration. The RETA Program focuses efforts in the following areas: 1) professional development of preservice and inservice teachers; 2) advocacy development of administrators and policy makers; 3) development of regional resource centers at institutions of higher education; 4) curriculum development and dissemination; and 5) sustainability.

STAR SCHOOLS GRANT

JULY 1999 - PRESENT

\$ 1,003,625 • Project Director

United States Department of Education

Subcontract award through Gallup Independent School District (LEA)

- Subcontract awarded to NMSU to develop web-based student curriculum through the RETA Project (<http://reta.nmsu.edu/techshare>).

TECHNOLOGY LITERACY CHALLENGE GRANT

JULY 1998 - PRESENT

\$ 450,000 • Project Coordinator

New Mexico State Department of Education

Awarded through Santa Fe Public Schools (LEA)

- Regional Educational Technology Assistance (RETA): Statewide professional development project (<http://reta.nmsu.edu>). It was with state funding that the RETA program began. This grant focused on 1) professional development of preservice and inservice teachers; 2) advocacy development of administrators and policy makers.

TEACHER TRAINING@MICROSOFT PROGRAM

JULY 1997 - PRESENT

\$ 60,000 per year • Project Director

Microsoft Corporation

- A software grant which consists of Microsoft software titles, 60 seat licenses for each title, and an assortment of training materials used in the NMSU College of Education's Learning Resource Center.

JOINT POWERS AGREEMENT

SEPTEMBER 1999 - PRESENT

\$ 22,500 • Project Director

New Mexico State Department of Education

- Joint Powers Agreement between RETA and NM SDE to develop Assessment of Standards Based Education for the Virtual Resource Center website (<http://vrc.nmsu.edu>).

NATIONAL INFRASTRUCTURE IN EDUCATION

OCTOBER 1997 - 1998

\$ 250,000 • Project Director

National Science Foundation

- A joint project with Agricultural Communications and the Smithsonian's National Museum of Natural History called the *Digital Desert Library*. Web-based materials were developed for use in K-12 classrooms (<http://horizon.nmsu.edu/ddl>)

NEW MEXICO COLLABORATION FOR EXCELLENCE IN TEACHER PREPARATION
\$ 4,999,508 • Proposed Co-Principal Investigator

AUGUST 1997
National Science Foundation

- A statewide project that includes eight institutions of higher education involved in the improvement and reform of mathematics and science education. My involvement was in the initial stages of the proposal and grant development. RETA is now a partner of CETP and I am no longer involved in the administrative structure.

NM ALLIANCE FOR MINORITY PARTICIPATION IN TEACHER PREP.
\$ 100,000 • Teacher Preparation Liaison

JANUARY 1997 - 1998
National Science Foundation

- A project with the Colleges of Engineering, Arts and Sciences, and Education to provide scholarships for teacher preparation programs throughout the state to increase the number of minority students prepared to enter the teacher workforce for mathematics and science.

TECHNOLOGY AND THEMATIC TEACHING IN MATH AND SCIENCE
\$ 30,011 • Co-Institute Director (w/ Dr. Wiburg)

SUMMER INSTITUTE 1996
Systemic Initiative in Mathematics & Science Education

- A summer institute program developed for LCPS and GISD schools to learn how to integrate technology into thematic teaching in mathematics and science.

OTHER INSTRUMENT DEVELOPMENT (SEE APPENDIX #2): I have lead the development of a rubric for New Mexico State Department of Education's Professional Licensure Office, to be used to evaluate portfolios submitted by applicants wishing to obtain an endorsement as an "Information Technology Coordinator."

NATIONAL REFEREED PUBLICATIONS (SEE APPENDIX #2):

- Gonzales, C., & Sujo de Montes, L. (in press). Effective practice in distance education. *Computers in the Schools Yearbook*.
- Sujo de Montes, L., & Gonzales, C. (in press). Been there, done that: Reaching teachers through distance education. *Journal of Technology and Teacher Education*.
- Gonzales, C., & Thompson, V. (1998). Faculty development: One university's experience. *Journal of Information Technology for Teacher Education*, 7 (2), 163-178.
- Norton, P., & Gonzales, C. (1998). Regional Educational Technology Assistance (RETA) initiative: A model for statewide professional development. *Journal of Research on Computing in Education*, 31 (1), 25-48.
- Gonzales, C., & Roblyer, M.D. (1996). Rhetoric and reality: technology's role in restructuring education. *Learning and Leading with Technology*, 24, 3.

BOOKS, MONOGRAPHS AND BOOK CHAPTERS:

Gonzales, C. (in press). Administrators as technology leaders. In G. Ivory (Ed.), *Computers in school administration: a primer*. Lanham, MD: Scarecrow Press, Inc.

RESEARCH AND TECHNICAL REPORTS (SEE APPENDIX #2):

- Gonzales, C. (October 2000 – in progress, and May 1999). *Regional Education Technology Assistance Program (RETA): United States Department of Education. Technology Innovation Challenge Grant: Grant Performance Report, October 2000, and Grant Performance Report, May 1999* (Two reports). Las Cruces: New Mexico State University.
- Gonzales, C. (July 1999 and July 1998). *Regional Education Technology Assistance Program (RETA): Statewide Professional Development. New Mexico Technology Literacy Challenge Grant Project: Final Report, July 15, 1999, and Final Report, July 15, 1998* (Two final reports). Las Cruces: New Mexico State University.
- Gonzales, C. (August 2000, August 1999, and August 1998). Microsoft Corporation: Teacher Training@Microsoft: Final Report, August 2000, Annual Report, August 1999, and Annual Report, August 1998 (Three annual reports completed online). Las Cruces: New Mexico State University.
- Gonzales, C., Gleason, J., & Wiburg, K. (October 1998). *Digital Desert Library, National Science Foundation: Final Report, 1998, and Annual Report, 1997* (Two reports). Las Cruces: New Mexico State University.
- Gonzales, C., & Atencio, C. (1995). *Road Map to School Improvement: Part 2*. State Department of Education Technical Report. Santa Fe: New Mexico State Board of Education.

NON-REFEREED PUBLICATIONS (SEE APPENDIX #2):

- Sujo de Montes, L., & Gonzales, C. (2000). More than having a connection: Qualitative factors that affect learning in a web-based university course. *Society for Information Technology and Teacher Education: Proceedings of SITE2000*, 1, 177-182.
- Gonzales, C. (1999). Regional Educational Technology Assistance: A professional development program. *Society for Information Technology and Teacher Education: Proceedings of SITE 99*, 1, 450-456.
- Sujo de Montes, L., & Gonzales, C. (1999). Been there, done that: Reaching teachers through distance education. *Society for Information Technology and Teacher Education: Proceedings of SITE 99*, 1, 273-278.
- Scott, P.B. & Gonzales, C.L. (1998). Teacher use of technology in teaching mathematics: Survey results from 1989 and 1995. *NMCTM Journal*, 97-98(12), 2-8.
- Gonzales, C. (1998). New Mexico's School Administrators Technology Leadership Academy. *New Mexico Association of Supervision and Curriculum Development*. (6), 2, 2.
- Gonzales, C., & Dogruel, S. (1998). Regional Educational Technology Assistance: An approach to statewide professional development. *The Fifteenth International Conference on Technology and Education Proceedings*.
- Gonzales, C., Hill, M., Leon, S., Orrantia, J., Saxton, M., & Sujo de Montes, L. (1997). Faculty from Mars, technology from Venus: Mentoring is the link. *Technology and Teacher Education Annual-1997*.
- Wiburg, K., & Gonzales, C. (March 1996). Nuestra Tierra: A university/public school learning project. *Technology and Teacher Education Annual-1996*.
- Sanchez, M., & Gonzales, C. (1994). *Los Padillas nature trail and curriculum guide*. Albuquerque: New Mexico Museum of Natural History.
- Norton, P., Gonzales, C., & Sprague, D. (1993). *Toward a college-wide knowledge base: A research study involving processes, players, and paradigms*. Albuquerque: University of New Mexico, College of Education.

IN PROGRESS:

- Gonzales, C., Adeogba, E., Hupert, N., & Pickett, L. *Regional Educational Technology Assistance (RETA) Program: Impact on Teaching Practices*.

INTERNATIONAL AND NATIONAL PRESENTATIONS:

- 2000** "Tackling Technology Integration: No Athletic Gear Required." *National Educational Computing Conference*. Atlanta, GA. June 26-28, 2000.
- "Regional Educational Technology Assistance (RETA) Program: A Model for Statewide Professional Development." *American Association of Educational Research*. New Orleans, LA. April 24-28, 2000.
- "More than Having a Connection: Qualitative Factors that Affect Learning in a Web-based University Course." *Society for Information Technology and Teacher Education: Proceedings of SITE2000*. San Diego, CA. February 8-12, 2000.
- 1999** "Minority Leadership in the 21st Century: Identifying the Issues and Exploring Solutions." *Minority Leadership Symposium, International Society for Technology in Education*. Atlantic City, NJ, June 20 -26, 1999.
- "Testimony to Senate Committee on Health, Education, Labor and Pensions." Presented to *United States Senate Committee on Health, Education, Labor and Pensions*. Washington, D.C., April 22, 1999.
- "Been There, Done That: Reaching Teachers Through Distance Education." *Society for Information Technology and Teacher Education*. San Antonio, TX, February 28 - March 4, 1999.
- "Regional Educational Technology Assistance: A Professional Development Program." *Society for Information Technology in Education*. San Antonio, TX, February 28 - March 4, 1999.
- 1998** "Digital Desert Library (DDL): WWW Inquiry-Based Learning." *National Educational Computing Conference*. San Diego, CA., June 20 - 24, 1998.
- "Regional Educational Technology Assistance: A Professional Development Model." *National Educational Computing Conference*. San Diego, CA, June 20-24, 1998.
- "Regional Educational Technology Assistance: An Approach to Statewide Professional Development." *International Conference on Technology in Education*. Santa Fe, NM, March 8 - 11, 1998.
- 1997** "Seeds of Change: WebQuests for Inquiry Based Learning." *Tel-Ed 97 International Conference on Telecommunications in Education/Multimedia*. Austin, TX, November 13 - 16, 1997.

- “WebQuests: Inquiry Based Learning Tools.” *National Association for Multicultural Education*. Albuquerque, NM, October 29 - November 2, 1997.
- “Regional Educational Technology Assistance (RETA) Initiative: A Model for Statewide Professional Development.” *Learning Through Technologies: Council of Chief State School Officers Conference*. Oakbrook, IL, July 20 - 23, 1997. (RETA was chosen as one of seven model programs nationally).
- 1996** “Nuestra Tierra: Proyecto Educativo entre la Universidad y las Escuelas Públicas” and “Nuestra Tierra: A University/Public School Learning Project” with Dr. Karin Wiburg. *Tel-Ed '96 Fifth International Conference on Telecommunications in Education/Multimedia* in Monterrey, Nuevo Leon, Mexico, December 5 - 8, 1996.
- “Developing Technology Curriculum” panel session with Dr. George Baldwin, C.S.U. *Community Networking 1996, Bringing People Together, Third Annual International Conference* sponsored by Apple Computers and La Plaza Foundation in Taos, NM, May 14 - 17, 1996.
- “Getting Schools Online” panel session with Frank Odasz, Melanie Goldman, and Bill Coker. *Community Networking 1996, Bringing People Together, Third Annual International Conference* sponsored by Apple Computers and La Plaza Foundation in Taos, NM, May 14 - 17, 1996.
- “Nuestra Tierra: A University/Public School Learning Project” with Dr. Karin Wiburg. *SITE '96 - Seventh Annual International Conference* in Phoenix, Arizona, March 12-13, 1996.
- 1994** “Salsanet: A Bilingual Bulletin Board System for Math and Science Teachers” with Rick Scott. *Tel-Ed '94* in Albuquerque, NM, November 1994.
- “Narrowing the Gap: Inclusiveness in Computer Mediated Communications.” *Tel-Ed '94* in Albuquerque, NM, November 1994.
- “Testimonies from the Trenches: Teachers Learning Telecommunications.” *National NEA Conference: Serving Diversity Through Technology* in Albuquerque, NM, April 1994.
- “Narrowing the Gap: Inclusiveness in Technology.” *National NEA Conference: Serving Diversity Through Technology* in Albuquerque, NM, April 1994.

REGIONAL AND STATE PRESENTATIONS:

- 2000** “Regional Educational Technology Assistance (RETA): A Statewide Professional Development Program.” *PSR*TEC Summer Telementor Gathering*. San Diego, CA. August 10-12, 2000.
- “The Emerging Role of Educational Technology” [Keynote Address]. *Hand-in-Hand Summer Institute*. Estancia, NM, July 17-21, 2000.
- Panel on “Teaching and Learning in the 21st Century: Distance Education and Web-Based Course Delivery.” *Technology and Teacher Education*. Las Cruces, NM, March 17-18, 2000.
- 1999** “Regional Educational Technology Assistance: A Statewide Professional Development Project.” *New Mexico State Technology Conference*. Rio Rancho, NM, October 29 - 30, 1999.
- “Regional Educational Technology Assistance: A Statewide Professional Development Project.” *New Mexico Regional Roundtable on K-16 Partnerships for Teacher Preparation and Professional Development*. Las Cruces, NM, October 27, 1999.
- 1998** “Regional Educational Technology Assistance (RETA) Program: How to Get Involved.” *New Mexico State Technology Conference*. Las Vegas, NM, October 1998.
- “Educational Uses of the Internet: A Web-based Course.” *New Mexico State Technology Conference*. Las Vegas, NM, October 1998.
- 1997** “Digital Desert Library: WWW Inquiry Based Learning.” *New Mexico Technology for Teaching and Learning*. Los Lunas, NM, November 4, 1997.
- “Digital Desert Library.” *From Here to There . . . And Beyond! 2nd Annual Distance Learning Conference*. Albuquerque, NM, May 8 - 9, 1997.
- 1996** “WebQuests: An Inquiry Based Internet Learning Tool.” *Southern New Mexico Technology Conference*. Las Cruces Public Schools and New Mexico State University in Las Cruces, NM, November 5, 1996.
- “Technology Resources.” *New Mexico Technology Integration Conference – Network of Champions*. Ruidoso, NM, September 11-13, 1996.
- 1995** “Bilingual Software: Working with Diverse Students.” *Southern New Mexico Technology Conference*. Las Cruces Public Schools and New Mexico State University in Las Cruces, NM, November 1995.

- “Multicultural Resources on the Internet.” *Southern New Mexico Technology Conference*. Las Cruces Public Schools and New Mexico State University in Las Cruces, NM, November 1995.
- 1994** “Salsanet and NEDCOMM: Internet Access for Math/Science Teachers” with Rick Scott. *State Math/Science Conference*, November 1994.
- “Introductions to Telecommunications.” *ETI Conference* in Albuquerque, NM, March, 1994.
- “CISCOnet/Salsanet: A Bulletin Board System for Science/Math Teachers.” *ETI Conference* in Albuquerque, NM, March 1994.
- 1993** “Telecommunications Connections.” *June Computing Institute* in Albuquerque, NM, June 1993.
- “Telecommunications: Teachers Getting Connected.” *Los Padillas Elementary School* in Albuquerque, NM.
- 1987- 90** Workshops on “The Writing Process.” The Big Island, Hawaii.

SERVICE

Service is an important component of my work as a professional. I consider my strongest contribution has been in my work with various state and national agencies on technology issues related to funding and equity, assessment and evaluation, student learning, professional development and curriculum integration. I served as the first chair of the New Mexico Council on Technology in Education (NMCTE) and served in that position for four years and continue as a member of the board. Through this position I have worked with staff from the NM State Department of Education, members of the NM State Board of Education, as well as members of the NM State Legislature. I have 1) advised the Legislature and State Board about educational technology issues; 2) conducted statewide assessments of how technology was being used in K-12 schools; 3) promoted collaborative development and implementation of technology to improve teaching and learning; 4) developed and recommended a State plan for technology; and 5) reviewed school district plans and annual reports. See Appendix #3.

The NM State Technology Plan recommends that NM schools provide equal access to appropriate educational technology and information resources for all NM students. This is to be accomplished by investing resources in the human infrastructure as well as the technology infrastructure. The RETA program began in 1995 as a partnership between the NMCTE and Los Alamos National Laboratory as a way to work with the human infrastructure and provide professional development opportunities to teachers. The program has grown and has provided service to almost all of NM’s 89 school districts, BIA funded schools, and private schools. What I have now with RETA is a project that provides service as well as opportunities to conduct research on the most appropriate way to improve teaching and learning with technology.

Nationally, I have been involved with the US Department of Education, the National Science Foundation, and, have testified before the US Congress. I have been a board member of the International Society of Technology Educators (ISTE), the major organization for those in the field of educational technology. I am a member of American Educational Research Association, the Consortium for School Networking, Association for Supervision and Curriculum Development, and the National Association of Bilingual Educators.

At the university I have served as a member of NMSU’s Information Technology Committee; the COE Technology Committee and Teacher Education Program Admission Committee; and C&I’s Technology Committee and Doctoral Intake Committee. I have been actively involved in the development of the Learning Technologies Specialization. It has grown from a few students to close to a hundred. Dr. Wiburg and I have, with initial funding from RETA, initiated a pilot distance education doctoral program. I have brought in funding for the Learning Resource Center (LRC) to provide software and hardware to improve the condition of our technology teaching labs. Also, during my five years I have been involved in the restructuring of the C&I Doctoral Program. In addition, when I came to NMSU I set up a listserv for the C&I Department, obtained email addresses for a number of faculty who did not have one, trained them on how to use email, and have continued to maintain the listserv adding new faculty each year.

Locally, I have been a member of Las Cruces Public Schools' Parent Advisory Council and Technology Committee; a panel member for Gadsden Independent School District's Town Hall Meetings; and a member of the board of directors of the Border Book Festival. Service positions are listed below:

MEMBER, NEW MEXICO COUNCIL FOR TECHNOLOGY IN EDUCATION (NMCTE). A statewide council appointed by the NM State Board of Education and the Governor's office. The council advises the State Bureau of Technology as well as the State Board of Education on issues pertaining to technology and development of district technology plans. The Chair also addresses legislative committees seeking funding for educational technology for the state. **Chair:** March 1994 to 1998. **Member:** 1998 to present.

MEMBER, PLANNING COMMITTEE FOR NEW MEXICO VIRTUAL SCHOOL. The NM Virtual School has been funded by the 2000 Legislature to develop and implement a Virtual School in New Mexico. July 2000 to present.

MEMBER, PLANNING COMMITTEE FOR STATE PROFESSIONAL DEVELOPMENT SUMMIT. The Professional Development Summit is a collaboration between a number of professional service providers to promote a conference that will focus on topics related to professional development. May 2000 to present. (<http://reta.nmsu.edu/profdev>)

MEMBER, MCCARTHEY-DRESSMAN EDUCATION FOUNDATION. The McCarthy-Dressman Education Foundation provides opportunities for students, teachers and prospective teachers through academic enrichment programs, teacher development grants, and scholarships for prospective teachers.

MEMBER, BORDER BOOK FESTIVAL BOARD OF DIRECTORS. The Border Book Festival is a non-profit organization founded in 1995 by a group of writers, artists and community people committed to celebrating literature and the art of story in the southern United States-México border region. August 1999 to present. RETA staff developed the BBF website.

MEMBER, NEW MEXICO EDUCATION 2000 PANEL. The panel charged by the Goals 2000: Educate America Act, focuses on monitoring the implementation and effectiveness of the improvement plan, and the competitive grant process. March 1995 to present.

MEMBER, SENATE BILL 110 EXTERNAL COMMITTEE. A group of educators from around the state working with the New Mexico SDE to develop standards for Professional Development for New Mexico schools.

MEMBER, ISTE (INTERNATIONAL SOCIETY OF TECHNOLOGY EDUCATORS) BOARD OF DIRECTORS, UNIVERSITY POSITION. Represent interests of Universities in a major international organization for technology educators. June 1997 to 1998.

MEMBER, COMPETENCY REVISION COMMITTEE IN THE AREA OF INFORMATION TECHNOLOGY. This committee is to develop competencies and an endorsement in the area of Information Technology. January 1998 to present.

MEMBER, PARENT ADVISORY COUNCIL, LAS CRUCES PUBLIC SCHOOLS (LCPS). Represented my son's middle school as a parent and brought concerns and issues to the LCPS school board and administration. August 1997 to 1998.

MEMBER,

NMSU INFORMATION TECHNOLOGY COMMITTEE. June 1999 to present.

NMSU COE TECHNOLOGY COMMITTEE. August 1995 to present.

NMSU COE TEACHER EDUCATION PROGRAM ADMISSION COMMITTEE. August 1995 to present.

NMSU COE CURRICULUM & INSTRUCTION TECHNOLOGY COMMITTEE. August 1995 to present.

MEMBER, US WEST/NEA TEACHER EDUCATION NETWORK DESIGN TEAM. February 1996.

MEMBER, POLICY ADVISORY BOARD OF ELECTRONIC PATHWAYS. An NSF funded Native American National Network. 1995 to 1997.

MEMBER, NEW MEXICO NATIONAL INFORMATION INFRASTRUCTURE (NMNII) EDUCATION SUBCOMMITTEE. October 1994 to July 1995.

PROFESSIONAL ORGANIZATIONS

- American Education Research Association (AERA) - Bilingual Education Special Interest Group (SIG)
- Association for Supervision and Curriculum Development (ASCD)
- Consortium of School Networking (CoSN)
- International Society for Technology in Education (ISTE)
- New Mexico First and
- National Association of Bilingual Educators (NABE)