



Great Lakes East Comprehensive Center

News for the Region

A quarterly e-newsletter for educators in Indiana, Michigan, and Ohio

Summer 2008

Quality Teachers = Quality Students

With a new school year starting in just a few weeks, it is a great opportunity to remind ourselves of the excitement that new learning and unexpected “aha!” moments bring to everybody—the student, the teacher, the district member, the state education agency (SEA) staff, and also to technical assistance providers such as Great Lakes East. We thrive on these learning moments and work hard to ensure they happen purposefully and frequently.

Among the many players in the world of learning, the teacher rightfully assumes the leading role. Mounting research in education indicates that the quality of teachers is the most important school-level factor in improving the educational attainment of all students, especially those in the most troubled schools. In fact, your responses to our e-newsletter survey in April indicate that teacher quality is a topic of high interest. We are grateful for your feedback. In this e-newsletter, we offer multiple stories and recent information about issues affecting teacher quality.

Our collaborative work with SEAs is revealing exciting moments of learning and capacity growth: Indiana has taken the work of evaluating state-provided professional development and technical assistance to a new level (see the article by Jayne Sowers on p. 2); Michigan is piloting individual teacher professional development plans (see Gary Appel’s article on p. 4); and Ohio is about to pilot a data-based process to reengineer its human resource system and to improve teacher quality (see the article by Joyce Lieberman and Cassandra Meyer on p. 7).

Through these long-term strategies, we are dedicated to help SEAs ensure teacher quality and strengthen teacher talent management. Vigorous initiatives are taking place among multiple state teams in each of our states (see Focus on States on p. 13) that will inform state policymaking to a great extent. In the next issue, we will continue these discussions with a wider focus on *educator* quality.

Barbara Youngren, Director
Great Lakes East Comprehensive Center
and Great Lakes East staff members

Vol. 3, No. 3 In This Issue

Highlights of the Quarter

Moving Beyond Great Lakes East’s Technical Assistance: A Story From Indiana	2
Establishing a System for Professional Learning in Michigan	4
Great Lakes East Regional and Collaborative Meetings.....	6

Special Report

Improving Teacher Quality Through Human Resource Management	7
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Focus on States

13
Learn from the state managers about current Great Lakes East work in Indiana, Michigan, and Ohio.

In the News

20
Read select news from Indiana, Michigan, Ohio, and the nation.

Resources

27
Learn about current topics and resources related to NCLB.

Upcoming Events

29
Get enriched and renewed by participating in these events.

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This quarterly e-newsletter delivers useful, relevant, and timely information related to the NCLB Act to educators in the three states of the Great Lakes East region: Indiana, Michigan, and Ohio.

Great Lakes East
Comprehensive Center



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Highlights of the Quarter

Moving Beyond Great Lakes East's Technical Assistance: A Story From Indiana

By Jayne Sowers, Ed.D., Indiana State Manager

How does a state education agency (SEA) take the work done together with Great Lakes East and use its new capacity to move the work beyond the original goal? What does it look like for an SEA to move beyond Great Lakes East's assistance and continue to expand and implement the work? The Indiana Department of Education (IDOE) has experienced this process and offers its story to our readers.



Linda Miller, Indiana
Department of
Education Assistant
Superintendent

To set the background, one of the initial technical assistance goals requested by IDOE in spring 2006 was to assist in developing a single evaluation instrument for participants to evaluate state-provided professional development and technical assistance. During a 12-month period, Great Lakes East provided validated probes and questions based on the

components of high-quality professional development. It also provided information about instrument design, allowing for the recording and disaggregating of the evaluation data and about field-testing of the instruments. Within one year and after multiple drafts, the two instruments were completed. But multiple tasks remained for IDOE. Assistant Superintendent Linda Miller, who had served as the key member of the team with Great Lakes East, accepted the responsibility for these tasks.

Recently, Great Lakes East State Manager for Indiana Jayne Sowers interviewed Linda to review the initial work with Great Lakes East and learn how IDOE had continued the work this past year.

Jayne Sowers (JS): *Linda, thinking back, why did you consider the development of the two instruments to evaluate SEA-provided professional development and technical assistance as an area of assistance for Great Lakes East to provide?*

Linda Miller (LM): In this era of accountability, we spend a lot of time and energy considering systems of accountability for our schools and districts to measure their effectiveness in meeting the needs of their students. Here at the department, each office had its own way to determine its effectiveness; there was not a single, consistent assessment system. Dr. [Suellen] Reed, the Indiana superintendent of public instruction, wanted us to be able to evaluate our state-provided professional development and technical assistance efforts through a uniform system of collecting, sorting, and analyzing the results.

JS: *What did Great Lakes East provide in that first year to set the stage for the evaluation instruments to be developed?*

LM: Great Lakes East brought an unbiased, outside perspective to this task, helping us consider new systems, identify strategies, and, finally, develop the instruments that corresponded to our needs. With Great Lakes East's assistance, we developed and met timelines, determined evaluation instruments currently in use across IDOE, provided various ways to define technical assistance versus professional development and reach consensus to their meaning, and identified the statements and questions found in effective assessments.



In designing the number of categories for the rating scale, Great Lakes East told us that current guidelines suggested the use of four categories such as “agree,” “tend to agree,” “tend to disagree,” “disagree”—not the typical five categories of responses. Without the middle category (e.g., “undecided”), participants are “forced” to provide an answer that, in turn, allows for better postevaluation analysis. This use of a four-category response has been critical in giving us the level of information and detail we wanted and needed in order to make judgments about the quality of our state-provided support to schools and districts.

The format of the evaluations underwent several drafts, initially using paper evaluations for field-testing the questions and statements. We moved to online, Web-based evaluations that attendees completed when they returned to their schools. With a response rate of less than 10 percent, we quickly determined this format was not appropriate. We then turned to Scantron paper format, which allows for scanning the evaluations to create a database of answers. The database allows for multiple reports to be generated.

JS: *After a year with assistance from Great Lakes East, what affected your decision to move ahead without external assistance?*

LM: Our work with Great Lakes East was exciting in that it gave us the momentum to begin this work and then do the subsequent steps by ourselves. The later steps were of an administrative nature and required the approval of cabinet-level leaders. We needed their formal acceptance of the evaluation tool and the use of it across the department. I presented the information and instrument developed by our working group with Great Lakes East and explained the piloting that we had completed, how Scantron could meet our needs, the use of paper rather than online evaluations, and the four-response rating scale. After the instruments

were accepted, the cabinet-level leaders discussed and reached consensus as to the specific indicators to be used to track the effectiveness of all the offices’ professional development and technical assistance.

JS: *What else did the department do to carry on this work?*

LM: Once the cabinet approved the evaluation tools, we piloted the use of the Scantron form, starting with one office to work out the bugs. I also developed a training module for leadership, including the policies and procedures for implementing the evaluation instruments for all IDOE events considered to be professional development or technical assistance. The leadership then trained their staff.

We needed to set performance targets—what was “acceptable” to us—for the completed evaluations. For this initial year, we set a target rate of 90 percent of “excellent” or “good” ratings for selected indicators on the instrument. Events that received ratings of 76 percent to 89 percent were deemed as “caution” and those with less than 75 percent as “in need.” Events that receive these designations will be carefully examined by their corresponding directors and assistant superintendents to ascertain reasons for not meeting constituent needs and to determine corrective actions. The data reports allow us to view the effectiveness of a single event, or multiple events across an office, or all the events across the department. We are creating a website that will allow those with a password to view the evaluation results of their office and in Dr. Reed’s case, the entire department.

JS: *Were there any lessons learned or challenges or advice to other SEAs that you might offer in partnering with Great Lakes East and then transitioning to implementing the work without external support?*



LM: We learned several lessons in developing and implementing the departmentwide evaluation instrument: 1) allow for designation of an event as “mandatory” or “optional” and disaggregate using that criteria; 2) a project of this magnitude requires staff within the Department, separate from the Comprehensive Center, to build the technology to accompany the evaluation tool; and 3) gaining buy-in from all DOE staff is an ongoing process.

This next year, we plan to more fully utilize the various reporting tools and disaggregation of data allowed through Scantron. We also hope to find ways to speed up the scanning and verification of the forms.

As for the transition from Great Lakes East being involved to IDOE completing the task alone, a natural transition occurred when the tasks no longer could be accomplished with the support of an external partner. The tasks were

solely the responsibility of the department to complete. Great Lakes East helped to lay the foundation on this project and provided advice and assistance that allowed us to make good decisions.

JS: *Would you consider a similar process of partnering with Great Lakes East and then moving ahead alone with a goal? If so, why or why not?*

LM: Yes. We always have so many priorities that surface that sometimes things we really want or need to do get sidelined. But once we had a partner and a solid point person with this project, then we put pressure on each other—pressure to do the homework and to be ready for our next meeting. I also cannot overstate the value of having an outside, unbiased viewpoint—a partner with no vested interest in the outcome of the task—working with us to meet department goals.

Establishing a System for Professional Learning in Michigan

By Gary Appel, Michigan State Manager

In May 2006, the Michigan State Board of Education approved the Michigan Professional Learning Strategic Plan 2006–10. This comprehensive plan established a system that supports and implements effective professional learning for the state’s educators. The goal of the plan is to support and sustain Michigan educators as they work to change the culture of teaching and learning in the classroom.

Soon thereafter, the Michigan Department of Education (MDE) engaged Great Lakes East to assist in advancing the broader agenda. One of the key pieces of the system is the creation of individual teacher professional development plans. A key component to these plans is a template that new teachers can use with their mentors to plan their professional learning. As part of the effort, MDE sought Great Lakes East’s assistance to develop this template, which, by using available student data and observed student learning will serve as an informative implementation guide for new teachers throughout the school year.

The MDE Office of Professional Preparation Services under the direction of Flora Jenkins, Ph.D., with support from Great Lakes East, created a team of key leaders in Michigan education, including representatives from the Michigan Education Association, who had shaped the design of the Professional Learning Strategic Plan. In addition, the team included representatives from the American Federation of Teachers—Michigan affiliate, educational service agencies, institutions of higher education, local education agencies, and professional



organizations. Together, they worked on the creation and implementation of the individual teacher professional development plans.

As part of the process, team members contributed their ideas about the most effective approaches for designing the plans. They consulted with representatives from other states—such as Iowa, Ohio, and Vermont—that had experience in implementing individual teacher professional development plans and shared the state’s respective approaches with the lessons they learned through the course of their work. Some of the lessons learned shared by the states included engaging a broad base of stakeholders from the start of the initiative; having a set of common teaching standards; helping stakeholders understand how to implement the individual professional development plans; making those plans electronic and not using them for teacher evaluation purposes; and ensuring that the plans encourage collaboration among teachers.

During the course of two years, the team conducted a series of stakeholder meetings, which dozens of education leaders from throughout the state attended. Participants defined their roles and responsibilities in the individual teacher professional development plan process and made recommendations for the purposes, benefits, structures, and supports for the process. They also reviewed Michigan’s proposed plan for the restructuring of the teacher credentialing system and the role of the individual teacher professional development plans within the overall plan. The participants came to a clear agreement that the individual professional development plan process should not become a compliance process but should be designed to engage teachers at a serious professional level. They expected the process to be manageable and balanced in terms of individual and collegial activities. The template’s design, grounded in research on adult learning, was intended to address, support, and encourage collaborative inquiry by teachers. Collaborative opportunities among colleagues are critical for professional learning exchanges.

The team also conducted regional focus groups of teachers, mentors, and principals to seek input on the process from the field. Team members will use the data from these focus groups to finalize the individual teacher professional development plan process for the fall 2008 field test in schools. MDE is recruiting districts for the field testing of these professional development plans. Overall, the respondents believed the individual professional development plan process would be of value. Some respondents believed the process needed to be more reflective of teachers’ varying stages of development and others wanted to increase the use of language that encourages teacher reflection.

By involving organizations with a critical stake in the success of the individual teacher professional development plans and the larger Professional Learning Strategic Plan from the beginning, MDE and Great Lakes East secured the commitment and assistance of these organizations to achieve stronger outcomes such as increasing widespread use of individual professional development plans by pretenure teachers. Multiple partners are helping MDE and Great Lakes East plan the field test of individual teacher professional development plans in a number of districts. For example, the largest teachers union in the state—the Michigan Education Association—is committed to helping MDE line up three to four schools (with volunteer teachers) for the field test and assist in the field test.

Great Lakes East is examining data from the focus groups, which will be used to inform template revisions prior to the field test. A September meeting is being planned to share the revised template with the partners for comment prior to designing the field test. One of the aspects of the field test is to reassess the quality of the plans and to determine if they are sophisticated and substantial enough. Great Lakes East has pooled together critical partners and quality knowledge base to help MDE in this effort.



As remarked by Flora Jenkins:

Great Lakes East has really helped the Michigan Department of Education to make the individual professional development plans more focused. Great Lakes East helped move the work forward. With their assistance, we have been able to meet with and work collaboratively with our colleagues from the field to make sure that the individual professional development plan process is the best that it can be for Michigan.

The implementation of the individual teacher professional development plans for the state's teachers will add a powerful process in support of the learning and growth of Michigan's teachers. Connecting each teacher's individual professional development plan to his or her school improvement plan will build coherence around each school's change process, align with the school improvement plan's student learning priorities, and target professional development aligned with needs identified within the school improvement plan. The individual professional development plan template will prompt the teacher and the mentor to build the individual plan around the school improvement plan and to move away from private practice and toward more collaboration with colleagues.

Great Lakes East Regional and Collaborative Meetings

The Second High School Series Meeting: "A Broader View of Educational Needs: 21st Century Learning"

By Victoria Cirks, Great Lakes East

To continue the series of regional high school dialogues, Great Lakes East and the Great Lakes West Comprehensive Center hosted their second meeting, "A Broader View of Educational Needs: 21st Century Learning" on May 19–20, 2008. The meeting brought together state teams from Illinois, Indiana, Iowa, Michigan, Ohio, and Wisconsin and provided participants with an opportunity to learn about and discuss 21st century learning and its role in larger high school improvement efforts.

Ken Kay, president of the Partnership for 21st Century Skills, provided participants with an overview of his organization's framework while West Virginia State Superintendent Steven Paine and Iowa Department of Education Director Judy Jeffrey gave participants a first-hand glimpse into their states' efforts of incorporating 21st century skills into the core curriculum.

Participants overwhelmingly identified this first-hand look into a state's step-by-step process of implementation as one of the most important things that came from the meeting. One participant said that "[It was] great to see several state-level implementation plans," while another one commented that "good practical ideas from other states, personal contacts for further communication, [and] examples of how this is 'in place' in other states" was the best part of the meeting.

The state teams also identified two main areas of interest for future regional discussions: preparation for postsecondary success and effective collaborations. In response to this interest, the third high school dialogue, scheduled for September 10–11, 2008, will focus on the topic of multiple pathways to graduation.

Included in the multiple pathways discussion will be dual credit options, early/middle college programs, alternatives to the Carnegie unit, innovative uses of Advanced Placement and International Baccalaureate, STEM and career and technical education as dropout prevention approaches, and how P–20 councils can help drive these alternative pathways.



Special Report

Improving Teacher Quality Through Human Resource Management

By Joyce Lieberman, Ed.D., and Cassandra Meyer, Learning Point Associates

“The quality of an education system cannot exceed the quality of its teachers.”
—*Barber and Mourshed (2007)*

Teacher quality is recognized by education professionals as the strongest indicator for improving student achievement. All students must have access to teachers who are highly competent, caring, and committed to their students’ success, but, unfortunately, such teachers are not available for all students or for all subjects. Moreover, many highly talented new teachers leave the profession prematurely because they do not receive the tools that allow them to be effective in a challenging school environment. How can states work with districts to ensure there is a highly qualified teacher in every classroom?

One major strategy is to critically examine the district’s system for recruiting and retaining teachers through its human resource management practices. This system includes a strong connection among several components: recruitment, hiring, induction, professional development, compensation, working conditions, performance management, and teacher leadership.

By examining the parts of the system and their connectedness, it is possible to identify gaps and create plans to address them effectively. With so many issues related to human capital—from preservice training to professional development to compensation—and with district, state, and, to a growing extent, federal involvement in teacher policies, policymakers often have resorted to adopting a piecemeal approach to dealing with this system-level issue.

How can states work with districts to ensure there is a highly qualified teacher in every classroom?
Click [here](#) to e-mail the authors and share your ideas.

The purpose of this article is twofold: first, to introduce a research-based framework that spells out best practices in eight areas as well as identifies the interrelatedness of the components and, second, to share background information about a pilot project that will be launched in Ohio in fall 2008. Once the pilot is complete, Ohio may roll out the process statewide with the intent to influence policy (e.g., legislative, state board, district level).

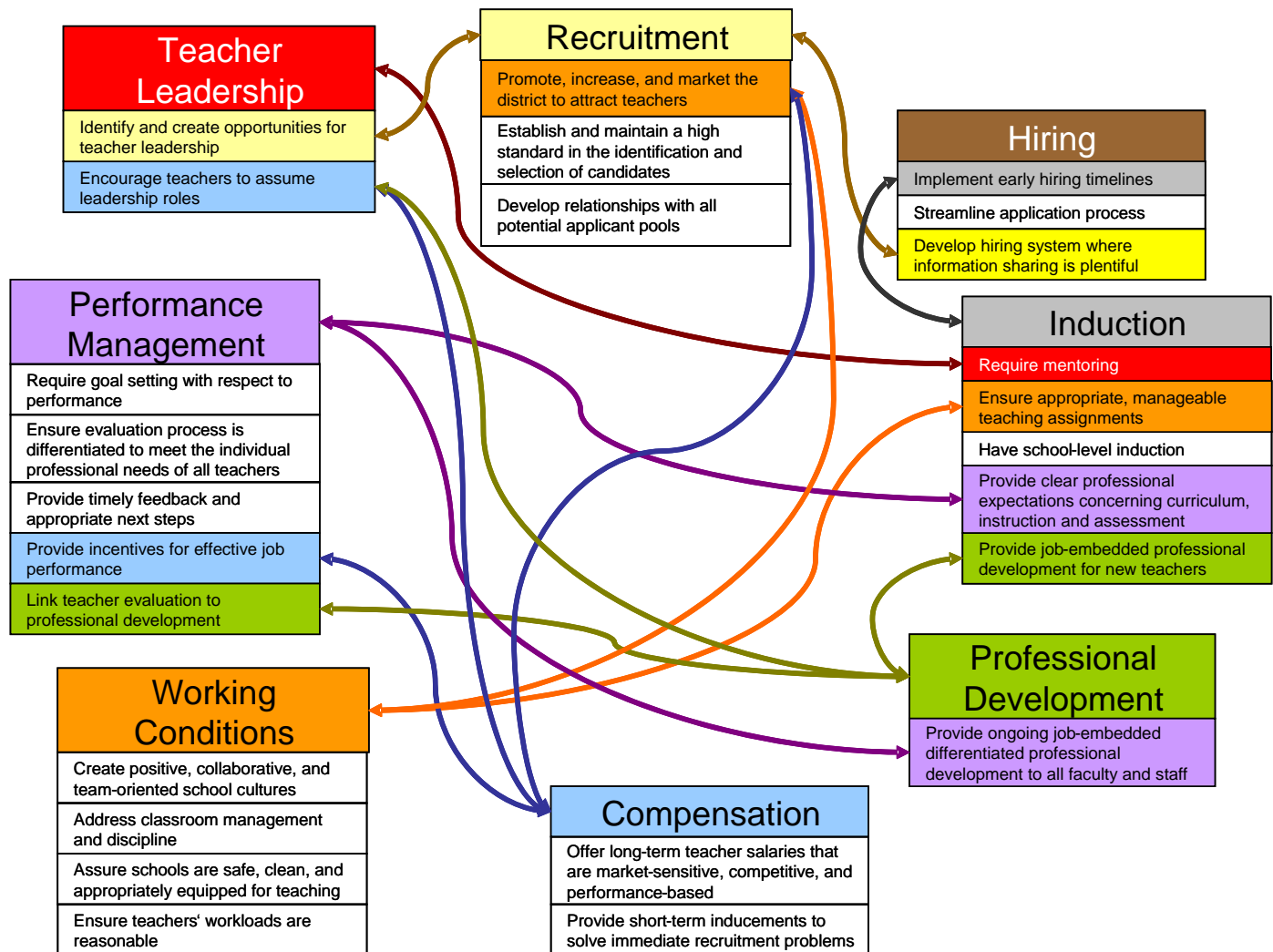
In order to address this issue, Regional Educational Laboratory (REL) Midwest, in response to a request from chief state school officers in the region, worked with staff from Learning Point Associates, including Great Lakes East, to create a comprehensive, research-based framework about the human resource continuum. This framework allows policymakers at the state and district levels to coordinate their efforts to improve teacher quality by critically examining their human resource management policies, considering each component in relation to the others. The framework provides guidance to state policymakers in two areas: to structure their practice using objective, research-based evidence and to generate policies and technical assistance that will support district efforts to attract and retain the number and quality of teachers that they need.



A Research-Based Framework

The Learning Point Associates research-based framework consists of eight components: recruitment, hiring, induction, professional development, compensation, working conditions, performance management, and teacher leadership. Figure 1 shows how the components are connected to each other.

Figure 1. Human Capital Management Framework



The Learning Point Associates Human Capital Management Framework illustrates the interconnectedness of the eight components and their subcomponents. An understanding of how these pieces connect is crucial in improving human resource systems in education.

The following provides snapshots about each component:

- **Recruitment.** Three key elements should be considered in the recruitment process. First, recruiting should promote, increase, and market characteristics of the district that attract teachers. In order to do this, it is important to determine which marketable characteristics already exist in the district, work



intentionally and creatively to increase those incentives, and strategically advertise these characteristics before and during recruitment events. Second, the district must establish and maintain a high standard that is unyielding in the identification and selection of candidates. It should set district goals concerning recruitment and retention and track success over time. Finally, the district should develop relationships with all potential applicant pools, including higher education institutions, alternative certification programs, and inactive teachers. The district should consider partnerships with teacher education programs, community colleges, and high schools as well as reach out to the pool of inactive teachers. Districts should incorporate ensure assure future teacher and administrative leadership.

- **Hiring.** It is important to consider three characteristics regarding hiring. First, early hiring timelines should be established. In order to do this, exiting teachers should be encouraged to inform the district as early as possible regarding vacancy notifications. This helps the district ensure that transfers within the district occur early, produce earlier and more predictable budgets, and generate accurate enrollment estimates. These steps require collaboration with local unions or professional associations. During the hiring process, districts should streamline application processes, using technology when possible, by tracking applicants as they go through the hiring process and increasing communication between the district and schools. It also should train all personnel who participate in the interviewing and selection processes. Districts also must develop a hiring system in which information sharing is plentiful. This includes providing applicants with realistic job previews. It also means obtaining detailed information about each applicant's qualifications and education philosophies. The district also should provide accepted applicants with job offers, contracts, and school placements in a timely manner.
- **Induction.** New teacher induction is a crucial component of increasing teacher retention. Successful induction programs have five components:
 - Districts should require mentoring as part of the state-approved mentoring/induction program. This means setting standards for effective mentors and rigorously recruiting mentors who meet the standard as well as providing initial training and ongoing professional development. Districts must assign new teachers to mentors in the same school and the same subject area and give explicit expectations for the roles of the mentors, new teachers, and program leaders. Districts should ensure that schools build regular time into the school schedule for mentoring and provide compensation for activities outside of the contracted day.
 - Districts should ensure that new teachers have appropriate, manageable teaching assignments. Each district should give new teachers novice status that reduces their other professional responsibilities while they complete their first years of teaching. This includes ensuring that their classes are within their area of licensure and that the class sizes are small. Finally, new teachers should have a manageable number of classes for which to prepare.
 - Districts should provide school-level orientation as part of a comprehensive induction program that includes an explanation of school policies, procedures, and classroom teaching based on school context. With these school-level induction activities, the district must differentiate the induction to accommodate the needs of new teachers depending on their preparation and dates of hire.
 - New teachers must receive clear professional expectations for what curriculum, instruction, and assessment entails. To support new teachers, the district should incorporate graduated expectations and provide differentiated administrative support for teachers depending on their levels of experience.
 - Districts must provide job-embedded professional development for new teachers that includes common planning time with teachers in the same grade or teaching the same content and adequate



release time to observe and be observed informally. Districts should create new teacher networks and offer new teachers the opportunity to engage ongoing classroom-based research.

- **Professional Development.** The days of one-shot, disconnected professional development activities are no longer acceptable. Professional development is an integral piece of school improvement, required in the majority of states for recertification. Districts should provide ongoing, job-embedded, differentiated professional development to all faculty and staff. Professional development should be aligned with district and school improvement plans, missions, and visions and created with an eye toward district needs. Once the district has determined appropriate professional development options, it should consider differentiated professional development to meet the needs of all teachers. Professional development should include time for reflection and should be monitored for fidelity of implementation. Finally, professional development plans should be reviewed and revised on a regular basis.
- **Compensation.** Teacher compensation has been a policy concern for many years. Both the level and structure of teacher compensation require consideration in order to secure a sufficient supply of high-quality teachers. Although it may not be possible to increase teachers' pay overall, teachers may be offered salaries that are market sensitive, competitive, and performance-based. This may include increasing teachers' pay for certain groups of teachers (e.g., for those in high-need subjects, at high-needs schools, or in leadership roles). When formulating compensation policy, it is important to involve all stakeholders in any changes to pay policy and to ensure that resources are available to sustain the commitment to pay reform.

Pay is not the only consideration. Other areas of compensation to consider include providing adequate health care benefits, short-term inducements to address immediate recruitment problems, signing bonuses for new teachers in areas of shortage, student loan repayments for new teachers in areas of shortage, and housing or relocation assistance for teachers in hard-to-staff schools or shortage areas.

- **Working Conditions.** Working conditions are an equally important way of enabling highly effective teachers to do their jobs well and remain committed to teaching. The key aspects of working conditions are related to the school culture, student discipline, workload, and the physical school buildings in which teachers work.

First and foremost, it is incumbent upon district- and school-level leadership to create positive, collaborative, and team-oriented school cultures that facilitate effective teaching. This may be accomplished through scheduling common planning time to encourage teacher collaboration and ensuring that teachers have some control in delivering the curriculum. Another area to address is classroom management and discipline. This can be addressed through ensuring that teachers' workloads are reasonable. Teachers need to feel supported by administration when dealing with these issues. Finally, schools need to be safe, clean, and appropriately equipped for teaching.

- **Performance Management.** The management of teacher performance is a necessary step for accountability in teaching and learning. One major piece of performance management is teacher evaluation. Such evaluations often are designed to serve two purposes: to measure teacher competence and to foster professional development and growth. Effective performance management requires a research-based system that is connected to myriad aspects of teacher recruitment and retention, e.g., hiring, induction, professional development, and working conditions. It must be connected to teacher goal setting, appropriate interventions, and regular feedback. And, the system needs to differentiate between novice and experienced teachers, provide two-way formative communication, and be conducted



by trained evaluators. The following steps can serve as a guide to implementing a comprehensive performance management system:

1. Teachers should engage in a goal-setting process aligned with school and district improvement plans and performance and professional development needs.
 2. The evaluation process should be differentiated to meet the individual professional needs of all teachers. This allows for expanding the number of people involved in evaluation; considering a variety of teaching skills and evaluation techniques; using established rubrics and evaluation tools throughout the process, including pre- and postobservation meetings when conducting an observation; and working with teachers unions to ensure process is in compliance with local bargaining agreement.
 3. All parties should communicate before, during, and after the evaluation process. Teachers deserve timely feedback—oral and written—that includes appropriate next steps for professional development.
- **Teacher Leadership.** Encouraging teacher leadership serves a variety of useful purposes:
 - It contributes to the building administrators' pipeline.
 - It attracts to the teaching force talented individuals who seek careers that provide opportunities for growth and a differentiated career path.
 - It allows principals to benefit from the wealth of knowledge and skills that teachers possess.
 - It ensures that effective practices and a positive culture remain intact regardless of whether a single leader leaves a school.

It is important to identify and create opportunities for teacher leadership in various forms, such as team or department leads, curriculum coordinators, professional development leads, or coaches. Research recommends the creation of formalized leadership positions. Along with the additional responsibilities, incentives should be included to recruit and retain teacher leaders, e.g., professional development opportunities, monetary and nonmonetary incentives, and recognition.

How might this research-based framework and data collection process guide your state in strengthening its human resource system? Click [here](#) to share your ideas with Great Lakes East.

A Pilot Project in Ohio

In collaboration with Learning Point Associates, the Ohio Department of Education (ODE) has identified three districts (an urban district, a suburban district, and a rural district) to begin the process of data collection with the possibility of using the data to reengineer their human resource system as part of their decision-making framework. The districts will participate in three types of data collection. First, online surveys will be administered to teachers and district administrators. Although the surveys are slightly different for the two groups, each is aligned with the components identified in the research-based framework. Next, district and school administrators will be asked to supply Learning Point Associates with documents that identify policies or procedures in place to support their work in each of these areas (e.g., professional development plan, union contract, board policies). Finally, focus groups will be conducted with teachers and individual interviews will be held with district administrators to elaborate on the other two data sources.



Once the data are collected and analyzed, Learning Point Associates will create reports from each of the data sources to present at an onsite co-interpretationSM conference that will take place in January 2009. This is an opportunity for district- and school-level personnel and other key stakeholders to gain an in-depth understanding of how Learning Point Associates arrived at the findings and to provide input into action planning. The co-interpretation process has several steps, starting with the interpretation of the data, followed by the identification of key findings, and concluding with the identification of hypotheses specific to each key finding. Both critical and positive findings emerge from this process and help provide a complete picture of the human capital management system in the district. In this way, districts may draw from what they do well to eradicate barriers related to their human capital management system to improve teacher quality.

Conclusion

One major strategy for improving teacher quality is creating a system that is comprehensive and aligned with multiple components. The research-based human capital management framework may serve as a model for states and districts to adopt as they work on improving teacher quality. How might this framework and data collection process guide your state in strengthening its human resource system?

Numerous resources were consulted during the literature review and development of this research-based framework. An annotated bibliography of the knowledge base for the human capital management framework is available online (see www.learningpt.org/greatlakeeast/newsletters/Summer08HR_Bibliography.pdf). If you are interested in obtaining a complete research-based Learning Point Associates Human Capital Framework, contact Great Lakes East by e-mail at greatlakeeastinfo@learningpt.org.

Reference

Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. New York: McKinsey & Company. Retrieved August 12, 2008, from http://www.mckinsey.com/client/service/socialsector/resources/pdf/Worlds_School_Systems_Final.pdf



Focus on States

In this section, Great Lakes East state managers provide regular updates on current state plans undertaken by each state in the region with a specific focus on No Child Left Behind (NCLB) Act implementation efforts. The e-mail addresses of the state managers are included.



INDIANA

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Hayes Jacobs on Curriculum Mapping for Districts in Improvement

Do all three algebra teachers in your school cover the same information and have similar student expectations and requirements? If a fourth-grade student moves across town in the spring, will she find a seamless connection in English language arts (ELA) from her prior school to her new school? Or, will she stagnate under lessons that she already learned in the fall or even the previous year in third grade?

The answers to these questions depend on the taught curriculum—the agreed-upon framework of content and processes that students encounter in their classrooms. To support Indiana districts in improvement in developing a strong curriculum, Indiana Department of Education (IDOE) Office of Title I Academic Support and Great Lakes East sponsored three days of workshops led by international curriculum mapping expert Heidi Hayes Jacobs, Ed.D.

On June 3 and 4, 2008, teams from 20 school districts attended the introductory workshop, “Beginning to Map and Align the Curriculum.” Participants learned of the key components in a curriculum and practiced developing the components based upon a self-selected state standard, viewed curriculum maps from around the world, and observed Dr. Jacobs analyzing the quality of the maps in a Master Class. They also differentiated formative versus summative assessments and experienced the “unpacking of state standards.”

On June 5, 2008, 13 districts with teams of teachers and principals attended the second workshop, “Moving Forward in Mapping,” for those who had begun the mapping process. With a focus on improving and sustaining the curriculum mapping effort, participants practiced evaluating and improving maps using coaching protocols, reviewing their school schedules to find time for teachers to work together on their maps, and determining their progress and developing a timeline for implementing the seven stages of curriculum mapping.

The evaluations from more than 300 participants were highly positive especially to the question “What did you find most valuable about this workshop?” Answers included the following:

- “The workshop helped [me] to understand the importance of all the teachers knowing the big picture—what happens K–12 in instruction.”
- “It really answered questions that I had as a teacher. I felt lost before this workshop.”
- “How curriculum mapping pulls educational units together to improve achievement and better meet students’ needs.”



IDOE and Great Lakes East are planning now for ways to continue to support districts in improvement for the 2008–09 school year in developing and implementing aligned and rigorous ELA curricula toward improving student achievement.

The Institute for School Leadership Teams: Summer Academy—A Success!

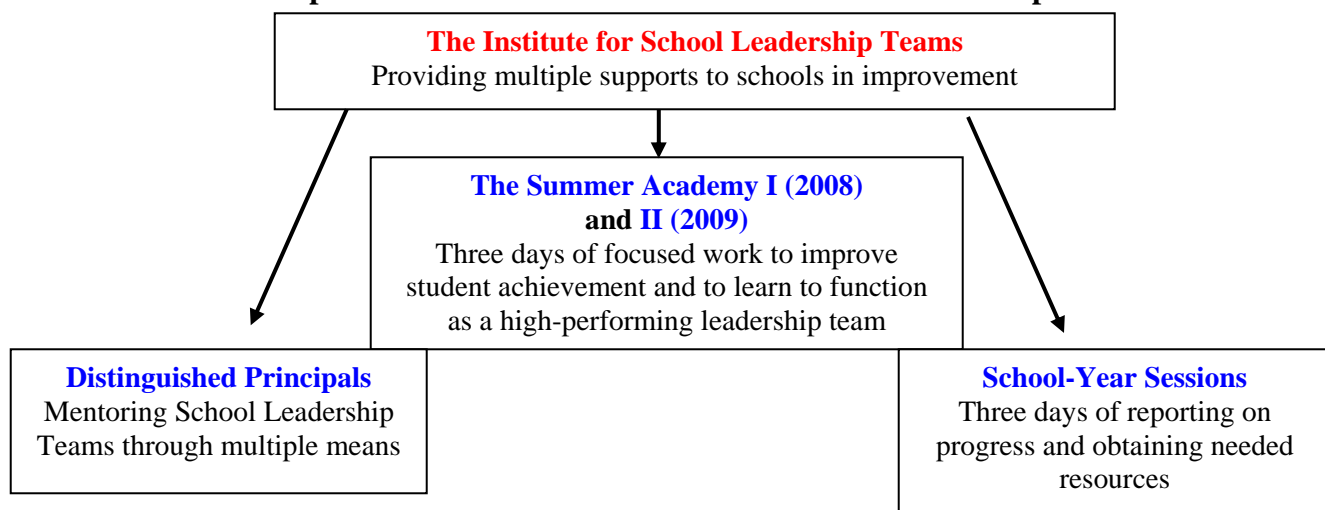
- “The Academy really exceeded our expectations. The planning and concepts addressed really made us work to a higher level to seek excellence in our plan to take to our staff.”
- “I believe the Summer Academy did an outstanding job of supporting our school.”
- “We prefer this approach to outside experts telling us what to do. Our mentor understands and connects to our school.”
- “This was a wonderful learning experience. Thanks!”

These were some of the many reviews received from principals, teachers, and district representatives who commented on their experiences during the Summer Academy for School Leadership Teams July 15–17, 2008, in Indianapolis, Indiana, during the first major event to support schools in improvement. All school team members expressed genuine excitement about the work they accomplished during the Academy.

The three-day event was the first of many supports that the Indiana Department of Education (IDOE) Office of Title I Academic Support, with the assistance of Great Lakes East, will provide to five schools during the next two years. As part of the new Differentiated Accountability Model in Indiana, nine new school teams will join the current schools in summer 2009.

This new support—the Indiana Institute for School Leadership Teams—is a two-year program for teams to focus on improving school achievement. The foundational piece of the Institute is the selection of and facilitator training for a group of distinguished principals who have led their own Title I schools through and out of school improvement status. Each of this year’s five School Leadership Teams is partnered with a distinguished principal who will assist them during their two-year journey. As the diagram below shows, the distinguished principals, the Summer Academy, and the School-Year Sessions constitute the major components of the Indiana Institute.

Components of the Indiana Institute for School Leadership Teams





The Summer Academy is based upon the Authentic Task Approach developed by WestEd. The Authentic Task Approach is a process that allows teams to self-determine the area of focus they wish to pursue in order to increase student achievement and to spend vast amounts of time during the three days working on that focus area. During that time, the teams are guided by their distinguished principals and other experts in the topics they requested. Participants self-select two of the eight 60-minute topics provided, which relate to the focus areas they indicated in the spring. Examples of topics include: data-driven dialogues; effective school leadership teams; rituals and routines for school improvement; and curriculum as a critical piece of student achievement. Following the topics, the participants return to their teams to share the information gleaned and decide which, if any, of the presenters they wanted to hear more from in their individual team meeting rooms.

During the Summer Academy, team-building activities brought teams together and increased their communication effectiveness. A common theme uncovered by the teams was just how close they were to achieving Safe Harbor for adequate yearly progress. While the distinguished principals led the teams in deep analysis of student data, many for the first time, a few teachers shed tears and used the word “hope” to describe their findings.

All teams left with renewed energy and a “We Can” spirit (which became a newly created motto of one school team). Another team, facing stiff competition from a new charter school, plans to ride around the neighborhood on a school bus, knocking on doors, handing out balloons, and welcoming their students back to school. Each team took with them a worksheet of their goals and tasks as well as a very important, carefully developed “Outreach Strategy Plan” to guide their communication with the various groups that need to buy in to their work, such as other teachers, parents, and the community.

The key to this new support for schools in improvement are the people who work directly with the School Leadership Teams: the Indiana Title I Distinguished Principals. Great Lakes East and IDOE want to recognize them and thank them for their wonderful work at the Academy and for their commitment to the next generation of successful schools through the Indiana Institute for School Leadership Teams:

- Elizabeth Odle—Indianapolis Public Schools
- Gary Gilbert—Metropolitan School District of Pike Township
- Julie Bakehorn—Indianapolis Public Schools
- Kristie Sweeney—Lighthouse Academies
- Phil Talbert—Metropolitan School District Warren Township
- Steve Foster—Metropolitan School District Warren Township



MICHIGAN

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Statewide System of Support

Michigan's Statewide System of Support. On May 27, 2008, Great Lakes East and its subcontractors the American Institutes for Research (AIR) and RMC Research Corporation met with Michigan Department of Education's (MDE) Office of School Improvement and the Michigan Association of Intermediate School Administrators (MAISA) statewide system of support team to further explore the implications of the data generated through surveys and interviews gathered earlier in the year by Great Lakes East. The data were collected for an analysis of Michigan's statewide system of support to high-priority schools.

During the meeting, the teams discussed possible refinements to strengthen Michigan's statewide system of support based on the data. They also began to construct an MDE request for proposal for a multiyear qualitative and quantitative evaluation of Michigan's statewide system of support.

On June 6, 2008, Great Lakes East began facilitating the Statewide System of Support Partners group. The group consists of MDE and MAISA staff as well as those representing the components of Michigan's current statewide system of support, such as auditors, process mentor teams, coaches, Principals Fellowship Program members, and staff of the School Improvement Framework/Portal, Michigan's Integrated Behavior and Learning Support Initiative, and Michigan Institute for Educational Management. The Statewide System of Support Partners group meets monthly and is responsible for implementing Michigan's statewide system of support. During this meeting, Great Lakes East facilitated a review of the strengths and challenges of the 2007–08 year and helped the group develop an activity timeline for the upcoming year. In addition, the teams worked to assess the coherence and alignment of the current components of the Michigan's statewide system of support: leadership coaches, auditors, consultants, and process mentors.

Subgroups and Special Education. Great Lakes East is gathering and reviewing the available research about application of cultural proficiency framework in general education and special education. In the meantime, MDE is identifying additional disproportionate school districts and involving them in data verification. In addition, MDE's Office of Special Education is redesigning the Continuous Improvement and Monitoring System process to integrate disproportionate representation into the monitoring process.

Teacher Quality

Beginning with a new program year as of July 1, 2008, Great Lakes East will continue to assist MDE's Office of Professional Preparation with the ongoing goal of developing individual professional development plans and processes, as well as stepping in to help MDE revise its teacher preparation system.

Individual Professional Development Plans. Throughout May and June, Great Lakes East assisted MDE and the stakeholder group to conduct and facilitate focus groups to gather feedback about the draft individual



professional development plan process. The process was designed through collaboration of Great Lakes East, AIR, and MDE. On July 28, 2008, the design team met to discuss the feedback and determine a process for making sense of the data and incorporating the findings into revising the individual professional development plan for field testing in fall 2008. The field test planning has begun. The Michigan Education Association has been helping to recruit three to four schools for the field test with volunteer teachers.

State Teacher Preparation System Revision. As part of Michigan Superintendent of Public Instruction Michael P. Flanagan's recommended initiatives, MDE requested Great Lakes East's assistance in June to help develop a framework for excellence in teacher preparation. The work includes examining all types of teacher standards documents for gaps and overlaps and developing a draft framework for public review. At the end of June and throughout July, Great Lakes East created a standards alignment process and conducted training for MDE staff and interns in the process. The alignment and framework development work will continue through summer and fall.

High School

The collaboration between Great Lakes East and MDE on high school issues continues to be dynamic and covers multiple initiatives. A common focus connecting all the initiatives is an ongoing effort to ensure that all student subgroups—especially those with disabilities and with limited English—transition in and out of high schools with high graduation rates and success.

High School Redesign. Formed in early 2008, MDE's Office of School Improvement and Great Lakes East's high school core team consists of representatives from all of the offices at MDE and key partner organizations. The team met for the second time on May 24, 2008, and worked on ways to increase awareness and understanding of high school work across MDE offices and intermediate school districts. The team identified several opportunities for cross-office collaboration at MDE. In order to bring coherence to the high school work and related initiatives, the team is committed to increasing communication and collaboration at MDE. The team will work on a strategic plan for MDE's high school work in Year 4.

Alternative High Schools. Great Lakes East continues to work with MDE to facilitate the alternative education work group to identify concerns, issues, and barriers that affect academic achievement of students in alternative high schools who struggle to succeed in traditional high schools. The work group met on May 8, 2008, and categorized concerns, issues, and barriers into four areas: MDE policy, state legislative policy, NCLB requirements, and local district policy. The members formed subcommittees to identify next steps. In addition, on April 22, 2008, Great Lakes East worked with MDE's Office of Education Technology and Data Coordination and held a miniconference about seat-time waivers and proficiency-based alternative high school models.

English Language Learners (ELLs). As part of MDE's Title III technical assistance conference on May 9, Great Lakes East and its subcontractor Center for Applied Linguistics met with MDE's Office of School Improvement and MDE's statewide ELL Advisory Committee the day prior to the conference to focus on two tasks: developing regional ELL leadership and exploring response to intervention (RTI). Darren Woodruff, Ph.D., codirector of the National Center on Response to Intervention at AIR, Great Lakes East's subcontractor, presented an overview of the center's work and focused specifically on the role of RTI with non-English speaking students. Dr. Woodruff facilitated an in-depth conversation with the ELL Advisory Committee and discussed the implications of RTI for ELLs.



In addition to the ELL Advisory Committee meeting, Great Lakes East assisted MDE in convening almost 150 ELL directors from around the state for the full-day technical assistance conference. MDE staff members shared new ELL resources to support the directors. The topics of the breakout sessions ranged from cultural proficiency, RTI, and assessment to other areas relevant to district- and intermediate school district-based ELL professionals. Among the sessions was an invitation-only session held by Great Lakes East and its subcontractor Center for Applied Linguistics regarding a regional action research project designed to build local ELL leadership.

OHIO

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Assessment and Accountability

Data Support Systems and the Ohio Improvement Process. The Data Driven Decisions for Academic Achievement (D3A2) Professional Development Committee met on June 5, 2008, for an update from Mark Mitchell, Great Lakes East, on the Ohio Data Primer and from Lynn Ochs, Hamilton County Educational Service Center, on the D3A2 Professional Development Toolkit.

- **Ohio Data Primer.** Linked on the [D3A2 website](#), each of the four modules of the [Ohio Data Primer](#) is now functional. The next step is to plan for a roll-out of the Ohio Data Primer to principals and educators because the tool was intended to be used by principals with their staff members. Great Lakes East will strategically target introduction of the Ohio Data Primer to large principal meetings. Training on effective use of the tool will occur with both principals and educational service center staff.
- **D3A2 Professional Development Toolkit.** As part of the D3A2 Professional Development Toolkit, *Module 1: D3A2 Interactive Tour* has a link on the D3A2 website. *Module 2: Understanding the State Testing System* is complete but not yet active on the website. Module 3 and Module 4 are nearly complete.

During the meeting, Eric Bell, Northwest Ohio Computer Association and project director of D3A2, provided a status report on the numbers of districts that have moved their data into the statewide data system. A data tools catalog, developed by the Ohio Department of Education (ODE), was introduced at the meeting by an ODE staff member. It is designed to help districts and schools better understand the myriad data tools available to them and the purpose and function of each of these tools. Great Lakes East is working with ODE to design an Ohio Improvement Process (OIP) website, which will help members of the Ohio educational system understand how data tools and resources align and support each stage of the OIP.

High School Performance-Based Assessment (Pilot Project). In collaboration with its Center for Curriculum and Assessment, ODE is leading a long-term effort to pilot high school performance-based assessments in selected districts. After much consideration, ODE decided to draw from two assessment models: Stanford University/Envision Schools and Cambridge Assessments. With funding from the Bill and Melinda Gates Foundation, ODE will work with selected districts to use these assessment models to inform the design of performance-based assessments for Ohio's high schools. During this pilot project, high school teams also will review performance-based assessments from high-performing countries like Finland, Australia, Singapore, and others along with international assessments such as the Programme for International Student Assessment.



In addition to ODE, other principal partners in this effort include Stanford University, the Educational Service Center of Franklin County, and The Ohio State University Research Foundation. The REL Midwest and Great Lakes East are collaborating with ODE to support this pilot and the full-scale effort in additional high schools. ODE also has established a High School Performance Assessment Pilot Advisory Board composed of key representatives from districts, school boards, higher education institutions, and teacher associations. Their task is to advise ODE during this period of planning for the pilot.

The announcement of this pilot will occur in fall 2008 with a conference on September 17 for interested districts. Pilot high school teams will be selected through an application process. The final selection of teams will occur in late fall 2008. Each team will participate in a series of working meetings during which high school staff at the 11th and 12th grades will design course syllabi that include performance-based assessments as well as scoring rubrics for measuring performance. It is anticipated that Frank DeRosa and Tori Cirks of the high school group at Great Lakes East will be involved in supporting this effort along with Linda McDonald, from RMC Research Corporation, and the National High School Content Center.

Statewide Systems of Support

District and School Improvement Support System Redesign. In Year 4, as part of the statewide systems of support work, Great Lakes East continues to assist ODE in the area of district and school improvement support system redesign through two focus areas: the State Personnel Development Grant (SPDG) pilot and designing systems of support for regional providers:

- **SPDG Implementation and Testing of the Ohio Improvement Process (OIP).** The external evaluators of the SPDG report noted that there has been an evolution in response types from regional facilitators as compared to the responses that were received in December 2007. The focus now seems to be away from facilitator roles and toward ways to better support the district leadership teams that they are facilitating. As noted in [Great Lakes East's winter 2008 newsletter](#), the first year of the SPDG grant included an initial cohort of 16 districts that are working toward submitting a district improvement plan with a limited number of focused goals, aligned research-based strategies, and actions tied to a budget.

Much of the SPDG planning work has focused on building the capacity of district leadership teams to establish and support building-level leadership teams to help ensure that there is focus and alignment of effort and resources across the districts. To help facilitate this effort, ODE is working with Bob Reece, project specialist at the Center for Special Needs Populations at The Ohio State University to design a building-level decision framework tool. Each of the 16 districts in Cohort 1 of the SPDG program will identify one building leadership team for participation in the 2008–09 SPDG training. The focus and content of the training will run parallel to the district implementation of the OIP, with buildings most actively participating at the action-step level to support district-identified goals and strategies. In fall, Cohort 2 (an additional 16 district leadership teams) will begin moving through this process.

- **Designing Systems of Support for Regional Providers.** As noted in [Great Lakes East's winter 2008 newsletter](#), State-Level Design Team (SLDT) members act as advisors during the system of support redesign, developers of support materials for Stages 1 and 2 of OIP, trainers of regional providers like state support teams, and mentors to other providers within their regions. Some of the feedback from regional facilitators of SPDG district leadership teams and from regional leadership has been that facilitators need more training and support. In response to that need, Larry Johnson, dean, College of Education at University of Cincinnati led SLDT and SPDG regional facilitators through facilitation training. This emphasis on building effective facilitation skills and other core competencies generated a



need to design a facilitator self-assessment tool calibrated to the activities and processes that facilitators will use within the OIP. For the moment, this tool is called “Self-Assessment of Core Competencies for Regional Facilitators,” which was given to state support team members at the August 4-8, 2008, State Support Team Training.

On May 22–23, 2008, the SLDT was given an opportunity to provide feedback on the OIP Facilitator’s Guide and helped to design a draft agenda for the August 4–8 State Support Team Training. On June 19–20, Sheryl Poggi and Claudette Rasmussen of Great Lakes East led the SLDT through a critical-friend process focused on improving design of activities and sessions for the August training. SLDT teams supported by regional facilitators will lead these training sessions.

Statewide System of Support Evaluation. After an initial planning meeting, ODE scheduled a formal planning meeting to begin designing an evaluation of Ohio’s statewide systems of support. Karen Sanders, research associate, RMC Research Corporation and Larry Magliocca, executive director of the Center for Special Needs Populations at The Ohio State University are part of this design work along with Mark Mitchell, Great Lakes East Ohio state manager; Julia Marchand, Great Lakes East internal evaluator; Stephen Barr, associate superintendent for the Center for School Improvement at ODE; and Deb Telfer, executive director, leadership development at ODE. ODE has articulated how multiple levels of the system (e.g., building leadership teams, district leadership teams, educational service centers, state support teams, and ODE) will be evaluated across each stage of the OIP. One of the next steps will be to identify common indicators identified for each level. The next working meeting will be held on August 15, 2008, at ODE.

In the News

The following articles were selected to provide easy access to news and publications addressing the key NCLB-related topics within each Great Lakes East state and across the nation during the past quarter.



INDIANA

Indiana Selected for Federal School Improvement Pilot—Indiana Department of Education, July 1, 2008

<http://www.doe.in.gov/reed/newsr/2008/07-July/SIP-Pilot.html>

“Indiana is one of six states selected by the U.S. Department of Education to participate in a new federal Differentiated Accountability Program pilot that targets assistance to under-performing public Title I schools based on their level of need [...] [T]he differentiated accountability model developed by the Indiana Department of Education, with input from local practitioners, employs two levels of assistance (Focused and Comprehensive) that vary the intensity of interventions based upon on the extent to which schools consistently do not meet AYP.”

Nation Honors Indiana Math, Science Teachers—Indiana Department of Education, May 8, 2008

<http://www.doe.in.gov/reed/newsr/2008/05-May/PAEMST.html>

“Two Indiana teachers have new titles: 2007 Presidential Award for Excellence in Mathematics and Science Teaching winners. Letitia McCallister, Mathematics Department Chairperson at Hamilton Southeastern High School, won the mathematics award and Deborah Teuscher, District Science Coach at MSD Pike Township, won the science award.”



Reed to End Tenure as Superintendent of Public Instruction—Indiana Department of Education, May 2, 2008

<http://ideanet.doe.state.in.us/reed/newsr/2008/05-May/DrReed.html>

“Dr. Suellen Reed, Indiana’s longest-serving and first female superintendent of public instruction, officially announced today that she will not seek a fifth consecutive term as chief state school officer.”

Indiana Students Surpass National Average in Writing—Indiana Department of Education, April 3, 2008

<http://www.doe.in.gov/reed/newsr/2008/04-April/NAEP.html>

“Indiana’s eighth-grade students exceeded the national average in writing performance according to the latest results from the National Assessment of Educational Progress (NAEP) [...] State Superintendent of Public Instruction Dr. Suellen Reed attributed the progress to a number of writing initiatives at the state and local levels, including expanded writing practice across subject areas, the increasing role of literacy coaches and a greater focus on writing instruction in school improvement plans.”

Indiana School Accountability Ratings Show Improvement—Indiana Department of Education, April 2, 2008

<http://www.doe.in.gov/reed/newsr/2008/04-April/PL221.html>

“Superintendent of Public Instruction Dr. Suellen Reed announced today that the 2007 school category ratings under Public Law (P.L. 221), Indiana’s K–12 accountability system, showed improvements from a year ago. A greater percentage of schools improved this year (21 percent) compared to last year (17 percent), and the majority of public schools (57 percent) remained in the top three categories.”



MICHIGAN

Michigan Approved for Pilot Program to Measure Student Academic Growth—Michigan Department of Education, July 7, 2008

http://www.michigan.gov/mde/0,1607,7-140-37818_34785-195715--,00.html

“Michigan is one of 10 states approved to participate in a national pilot program that will take into consideration a student’s yearly academic growth to help determine Adequate Yearly Progress (AYP). The United States Department of Education (USED) approved Michigan’s application to participate in a Growth Model pilot in its continuous effort to adjust and improve the implementation of the federal No Child Left Behind (NCLB) Act.”

The Haunting Impact of School Dropouts—Michigan Department of Education, May 12, 2008

http://www.michigan.gov/mde/0,1607,7-140-37818_45256-188368--,00.html

“State Superintendent of Public Instruction Mike Flanagan focuses on the state’s student dropout dilemma in this month’s podcast. [...] Flanagan discusses the impact of the dropout crisis on the students and the state, and some of the issues and strategies that are being developed to address this dilemma.”

Michigan Losing Its Youngest Residents—*The Detroit News*, May 1, 2008

<http://www.detnews.com/apps/pbcs.dll/article?AID=/20080501/METRO/805010399/1409/METRO>

“Michigan had nearly 39,000 fewer children under the age of 5 last year compared with 2000, a startling decline that experts say could have a dramatic effect on the state’s schools, retailers and job market for decades to come. The census population estimates released today show Michigan had the second highest percentage drop among its youngest residents, behind Louisiana, and the second largest estimated drop just behind New York, a much more populous state.”

State Board of Education Announces Five Blue Ribbon Schools for 2007–08—Michigan Department of Education, May 1, 2008

http://www.michigan.gov/mde/0,1607,7-140-37818_34785-191222--,00.html

“The State Board of Education has announced that Michigan Blue Ribbons are being awarded to five middle/junior high schools this year, recognizing outstanding improvement strategies throughout the state. [...] Michigan’s Blue Ribbon Exemplary Schools



Summer 2008

for 2007–08 are: Carter Middle School (Warren Consolidated Schools), Warren; Malow Junior High School (Utica Community Schools), Shelby Township; Powell Middle School (Romeo Community Schools), Washington; Oakview Middle School (Lake Orion Community Schools), Oakland; Sashabaw Middle School (Clarkston Community Schools), Clarkston.”

State Test Scores Show Increases in Math for Third Straight Year—Michigan Department of Education, April 8, 2008

http://www.michigan.gov/mde/0,1607,7-140-37818_34785-189209--,00.html

“For the third straight year, math scores have risen on the Michigan Educational Assessment Program (MEAP) tests for the state’s elementary and middle school students [...]. Mathematics scores improved at every grade tested (3rd through 8th) except fifth grade, which saw only a slight decline. Writing scores improved at the third, fifth, seventh, and eighth grade levels. Eighth grade science and reading scores also improved.”

OHIO

State Board of Education Seeks Next Superintendent of Public Instruction—Ohio Department of Education, July 15, 2008

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=762566155347523491>

“This morning, the State Board of Education heard an update from Hudepohl & Associates, the Worthington-based firm assisting the Board with its search for the state’s next superintendent of public instruction [...] Hudepohl recently conducted more than 50 stakeholder interviews [...] Based on feedback from these interviews, the search firm presented to the Board the desired experience, qualifications and requirements for the next superintendent.”

Ohio Awarded Flexibility Under No Child Left Behind—Ohio Department of Education, July 1, 2008

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=392492749882926651>

“The Ohio Department of Education (ODE) is one of six states being awarded the ability to provide school districts flexible and innovative improvement options under No Child Left Behind [...] Under the plan, which requires approval from the Ohio General Assembly, districts and schools will receive targeted supports and interventions that best match the academic reason leading to the district’s or school’s underperformance.”

Ohio Education Grant to Study Alternatives to Standardized Testing—*The Plain Dealer*, June 16, 2008

<http://www.cleveland.com/news/plaindealer/index.ssf?/base/news/121360500791080.xml&coll=2>

“In April, Ohio education officials secured a \$1.3 million grant to explore alternative assessments, such as portfolios, senior projects, journals, small-group collaborations or teacher observation [...] The exploration will begin in September when teams of educators from districts across the state will gather in Columbus and be asked to choose from a smorgasbord of alternative assessments and field-test them during the coming school year.”

State Superintendent of Schools Informs Staff of Intent to Step Down—Ohio Department of Education, May 28, 2008

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=213332643855176959>

“State Superintendent of Public Instruction Susan Zelman informed Ohio Department of Education (ODE) staff today that she intends to step down as the state’s chief education officer effective on whatever date the new superintendent selected by the State Board of Education takes office. Zelman, Gov. Ted Strickland and State Board President Jennifer Sheets have agreed that she will stay on in an advisory capacity to the Board until December 1, 2008, to aid in a smooth transition to a new leadership team.”



Despite Decline in Writing Scores, Ohio Students Perform Better Than Nation—Ohio Department of Education, April 3, 2008

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=418239757794663396>

“Ohio eighth-graders performed slightly better than the national average on the National Assessment of Educational Progress (NAEP) 2007 writing assessment [...] Scores for Ohio’s black students were up nearly six points from 2002 (from 132.68 to 138.34). However, in contrast to Ohio’s reading and mathematics NAEP results, which were up compared to previous years, the state’s overall scores for writing went down four points (although the decline is deemed statistically insignificant by NAEP). Scores for white students declined by nearly five points.”



ELSEWHERE IN THE NATION

Assessment and Accountability

U.S. Education Secretary Margaret Spellings Announces States Approved to Use Differentiated Accountability Under NCLB at ECS National Forum—U.S. Department of Education, July 1, 2008

<http://www.ed.gov/news/pressreleases/2008/07/07012008.html>

“U.S. Secretary of Education Margaret Spellings [...] announced the approval of six states—Florida, Georgia, Illinois, Indiana, Maryland and Ohio—to use the Differentiated Accountability Pilot aimed at helping states differentiate between underperforming schools in need of dramatic interventions and those that are closer to meeting the goals of No Child Left Behind.”

New SAT Is A) Better, B) Same, C) Longer?—*The Wall Street Journal*, June 18, 2008

http://online.wsj.com/article/SB121375405441283073.html?mod=dist_smartbrief

“The writing section added to the SAT in 2005 has done very little to improve the exam’s overall ability to predict how students will do in college, according to research released Tuesday by the test’s owner.”

Full report available at <http://professionals.collegeboard.com/data-reports-research/sat/validity-studies>

Showing What They Know—*Education Week*, June 16, 2008 (Subscription only)

<http://www.edweek.org/ew/articles/2008/06/18/42assess.h27.html?tmp=353178760>

“Having students show their skills in three dimensions, known as performance-based assessment, dates back at least to Socrates. And individual schools such as Barrington High—located just outside of Providence—have been requiring students to actively demonstrate their knowledge for years. But this spring, Ms. Patterson and the rest of Rhode Island’s high school graduating class became the first in the nation to face performance-based assessments as a state-mandated requirement for earning a diploma.”

High Schools

Diplomas Count 2008: School to College (Executive Summary)—*Education Week*, June 5, 2008

<http://www.edweek.org/ew/articles/2008/06/05/40execsum.h27.html?tmp=714587196>

“This year’s edition of *Diplomas Count*—a report by *Education Week* and the Editorial Projects in Education Research Center—examines the status of state P-16 councils and whether they can help smooth the road for young people on their way to productive work and citizenship.”

Honors Courses Give Way to AP Rigor—*The Washington Post*, May 19, 2008

<http://www.washingtonpost.com/wp-dyn/content/article/2008/05/18/AR2008051802461.html?sid=ST2008051900652>

“Honors classes, once the pinnacle of pre-collegiate study, are gradually being eliminated at some of the region’s top high schools, on the theory that the burgeoning Advanced Placement and International Baccalaureate programs have rendered them obsolete.”



New Study Looks at Early Implementation and Outcomes of the Smaller Learning Communities

Program—U.S. Department of Education, May 12, 2008

<http://www.ed.gov/news/pressreleases/2008/05/05122008.html>

“The Smaller Learning Communities (SLC) program was established in response to growing national concerns about students too often lost and alienated in large, impersonal high schools, as well as concerns about school safety and low levels of achievement and graduation for many students [...] The *Implementation Study of Smaller Learning Communities: Final Report* was designed to study the early implementation of the SLC program.”

Students Will Get High School Diplomas Only if They Pass State Tests, Says Board—*Oregon Live*,

April 19, 2008

<http://www.oregonlive.com/education/oregonian/index.ssf?/base/news/120857550722610.xml&coll=7>

“Oregon plans to require students to pass state reading, writing and math tests to get a high school diploma. That would make Oregon the 27th state to require students to prove their abilities on standardized tests to graduate. Nearly three-fourths of the nation’s high schoolers already face state graduation exams.”

Career Programs Stress College, Too, and Give Students a Leg Up, Study Says—*The New York Times*,

June 26, 2008

<http://www.nytimes.com/2008/06/26/education/26careers.html?pagewanted=1&partner=rssnyt&emc=rss>

“...[a] long-term and rigorous evaluation of nine career academies across the country [...] has found that eight years after graduation, participants had significantly higher employment and earnings than similar students in a control group.”

Full report available at <http://www.mdrc.org/publications/482/overview.html>

Innovation and Improvement

Rhee Deploys ‘Army of Believers’—*The Washington Post*, July 5, 2008

<http://www.washingtonpost.com/wp-dyn/content/article/2008/07/04/AR2008070402405.html>

“[Schools Chancellor Michelle A.] Rhee has just finished filling 45 vacancies in her principal corps, the first full cohort of school leaders she has assembled since her arrival in June 2007 [...] The new hires reflect the evolving nature of the urban principal’s task, including the traditional needs of children from low-income families or troubled neighborhoods and the new, high-stakes demands of such laws as No Child Left Behind, which require continuous improvement in test scores.”

Instruction

New Reading First Data From States Shows Impressive Gains in Reading Proficiency—U.S. Department

of Education, June 23, 2008

<http://www.ed.gov/news/pressreleases/2008/06/06232008.html>

“The achievement data submitted by state education agencies (SEAs) and compiled and analyzed by the Education Department’s contractor, American Institutes for Research, showed improvement in nearly every grade and subgroup, including English language learners and students with disabilities [...] IES Reading First Interim Impact Study did not find significant gains in comprehension by students in Reading First schools; however, that study measured Reading First schools against other schools in Reading First districts—schools that may have implemented the same reforms. A final report is expected in late 2008.”



Latest Addition to ‘Doing What Works’ Web Site Features Tips on Effective Early Childhood Language and Literacy Practices—U.S. Department of Education, May 19, 2008

<http://www.ed.gov/news/pressreleases/2008/05/05192008.html>

“The U.S. Department of Education’s ‘Doing What Works’ Web site recently added a feature that will empower educators and administrators with research-based strategies to help boost their early childhood language and literacy practices. This new feature brings online the recommendations outlined in five research reports previously released by the Department’s Institute of Education Sciences (IES) on early childhood education.”

“Doing What Works” website available at <http://dww.ed.gov/>

Study Questions ‘No Child’ Act’s Reading Plan—*The Washington Post*, May 2, 2008

<http://www.washingtonpost.com/wp-dyn/content/article/2008/05/01/AR2008050101399.html>

“The study released yesterday by the Department of Education’s research arm found that students in schools that use Reading First, which provides grants to improve elementary school reading, scored no better on comprehension tests than their peers who attended schools that did not receive program money.”

Full interim report available at <http://ies.ed.gov/ncee/pubs/20084016/index.asp>

Newly Launched ‘Doing What Works’ Web Site Adds New Feature to Provide Best Practices to Educators to Encourage Girls in Math and Science —U.S. Department of Education, April 25, 2008

<http://www.ed.gov/news/pressreleases/2008/04/04252008.html>

“The U.S. Department of Education’s newly launched ‘Doing What Works’ Web site today added a feature that will empower educators and administrators with research-based strategies to help boost the achievement levels of girls in math and science.”

“Doing What Works” website available at <http://dww.ed.gov/>

NCLB

U.S. Secretary of Education Margaret Spellings Approves Additional Growth Model Pilots for 2007–2008 School Year—U.S. Department of Education, June 10, 2008

<http://www.ed.gov/news/pressreleases/2008/06/06102008.html>

“U.S. Secretary of Education Margaret Spellings today announced approval of two high-quality growth models, which follow the bright-line principles of No Child Left Behind. Michigan is immediately approved to use the growth model for the 2007–2008 school year. Missouri’s growth model is approved on the condition that the state adopt a uniform minimum group size for all subgroups, including students with disabilities and limited English proficient students, in Adequate Yearly Progress determinations for the 2007–2008 school year.”

U.S. Secretary of Education Margaret Spellings Announces Proposed Regulations to Strengthen No Child Left Behind—U.S. Department of Education, April 22, 2008

<http://www.ed.gov/news/pressreleases/2008/04/04222008.html>

“The proposed regulations focus on improved accountability and transparency, uniform and disaggregated graduation rates and improved parental notification for Supplemental Education Services and public school choice.”



Student Subgroups

States Chosen to Work With National Technical Assistance Center to Implement and Scale Up Evidence-Based Practices—U.S. Department of Education, June 20, 2008

<http://www.ed.gov/news/pressreleases/2008/06/06202008b.html>

“The U.S. Department of Education’s Office of Special Education Programs (OSEP) today announced that its national technical assistance center has selected six states with which it will work to expand promising, evidence-based practices for K–12 students. The states include: 1) Illinois, Michigan, Minnesota, and Oregon, which will join forces with the center to actively increase effective, evidence-based practices in those states; and 2) Missouri and Virginia, which will focus on building the foundations for scaling-up implementation capacity.”

Hurdles Remain High for English Learners—*Education Week*, June 4, 2008 (Subscription only)

http://www.edweek.org/ew/articles/2008/06/04/39sacramento_ep.h27.html?tmp=714272002

“[Some educators] say the accountability provisions of the law don’t provide a complete picture of the quality of education at a school that has a high number of ELL students. They argue that the federal accountability system puts a negative label on schools that receive students who have little or no academic preparation, even though the schools may help them make significant progress. Many educators nationwide share the feeling that the NCLB law isn’t flexible enough to reflect the gains made by their students, particularly those with academic challenges.”

Proposed ELL Guidelines Criticized As Too Rigid—*Education Week*, June 4, 2008

<http://www.edweek.org/ew/articles/2008/06/11/41interpret.h27.html?tmp=910092439>

“Education officials in several states with large English-language-learner populations are bristling at a proposal by the U.S. Department of Education that they say would curb their flexibility in deciding when children are fluent in English and if they still need special services for ELLs.”

Teacher Quality

Teachers’ Schools Flunk Math Prep—*USA Today*, June 26, 2008

http://www.usatoday.com/news/education/2008-06-26-teachers-math_N.htm#

“Elementary-school teachers are poorly prepared by education schools to teach math, finds a study being released Thursday by the National Council on Teacher Quality [...] The report looked at 77 elementary education programs around the country, or roughly 5% of the institutions that offer undergraduate elementary teacher certification.”

Full report titled *No Common Denominator: The Preparation of Elementary Teachers in Mathematics by America’s Education School* available at <http://www.nctq.org/p/publications/reports.jsp>

Michael Geisen 2008 National Teacher of the Year: Oregon Science Educator Named National Teacher of the Year at White House Ceremony—Council of Chief State School Officers, April 30, 2008

http://www.ccsso.org/projects/national_teacher_of_the_year/national_teachers/11782.cfm

“Because of his innovative approach, community focus, and teamwork with other teachers, Geisen was named 2008 National Teacher of the Year by President George W. Bush at a White House ceremony on April 30, 2008. Also recognized at this event were the 2008 state teachers of the year.”

Searching for Science to Guide Good Teaching—*The Washington Post*, April 28, 2008

<http://www.washingtonpost.com/wp-dyn/content/article/2008/04/27/AR2008042701866.html?hpid=topnews>

“The Education Department’s push to elevate the role of rigorous research in public education could become one of the most important legacies of the No Child Left Behind era for schools in the Washington area and nationwide. The point man in this effort is a former psychology and pediatrics professor named Grover J. “Russ” Whitehurst [...] Not all researchers agree with Whitehurst’s preference for randomized trials over other methods, but many academics say he has brought needed scrutiny to a field in which glossy reports often masquerade as solid education research.”



Colleges' Assessments of Candidates' Impact on Students Detailed—*Education Week*, April 21, 2008

<http://www.edweek.org/ew/articles/2008/04/23/34tached.h27.html?tmp=1297254431>

“The belief that teacher-candidates need to demonstrate they can help their future students learn before they enter classrooms as full-fledged educators has gained strength over the past decade, especially among states. Now, a new book highlights assessments crafted by teacher education programs in recent years with the goal of doing just that.”

Access to the publication available at <http://www.ncate.org/public/publicationsbooks.asp?ch=49&book=studentLearning>

Resources

This section provides current resources and research available from regional comprehensive centers, national content centers, regional educational laboratories, and other technical assistance providers.

Recommendations for Assessing English Language Learners: English Language Proficiency Measures and Accommodation Uses—National Center for Research on Evaluation, Standards, and Student Testing, July 2008

<http://www.cse.ucla.edu/products/summary.asp?report=737>

“Considering the significant role of assessment in guiding decisions about organizations and individuals, validity is a paramount concern. In light of this, [CRESST] reviewed the current literature and policy regarding ELL assessment in order to inform practitioners of the key issues to consider in their validation process. Drawn from [the] review of literature and practice, [CRESST] developed a set of guidelines and recommendations for practitioners to use as a resource to improve their ELL assessment systems. The present report is the last component of the series, providing recommendations for state policy and practice in assessing ELL students. It also discusses areas for future research and development.”

Teaching English Language Learners: What the Research Does—and Does Not Say—About Research—*American Educator*, Summer 2008

http://www.aft.org/pubs-reports/american_educator/issues/summer08/goldenberg.pdf

“In this article, Claude Goldenberg walks us through the major findings of two recent reviews of the research on educating ELLs. Given all the strong opinions one sees in newspaper op-eds, readers may be surprised to discover how little is actually known. What’s certain is that if we conducted more research with ELLs, and paid more attention to the research that exists, we would be in a much better position.”

Many States Have Taken a ‘Backloaded’ Approach to No Child Let Behind Goal of All Students Scoring Proficient—Center on Education Policy, May 19, 2008

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=238

“This report examines the interim objectives for student achievement established by states in their accountability plans for the No Child Left Behind Act. These objectives lay out the percentages of students that must score at or above the proficient level on state tests each year, on the way toward meeting the law’s ultimate goal of 100% of students achieving proficiency by school year 2013–14.”

Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the No Child Left Behind Act of 2001 (NCLB)—Notice of Proposed Interpretations—U.S. Department of Education, May 2, 2008

<http://edocket.access.gpo.gov/2008/pdf/E8-9708.pdf>

“The Secretary of Education (Secretary) proposes interpretations of several provisions of Title III of the ESEA regarding the annual administration of English language proficiency (ELP) assessments to limited English proficient (LEP) students served by Title III, the establishment and implementation of annual measurable achievement objectives (AMAOs) for States and subgrantees receiving Title III funds, and State and local implementation of Title III accountability provisions.”



Report of the Accreditation Taskforce: Building Agreement on an Accreditation System for Teacher Preparation—American Association of Colleges for Teacher Education, May 2008

http://www.aacte.org/Programs/Accreditation_Issues/Task_Force_Report_5_2008.pdf

“In early 2008 the Board of Directors of the American Association of Colleges for Teacher Education (AACTE) convened a Task Force on Accreditation to work toward a unified approach to accreditation. The Task Force brought together AACTE representatives with the two major federally-recognized accrediting agencies in educator preparation—the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC)—and asked them to utilize AACTE’s *Principles for National Accreditation in Educator Preparation* in developing a unified approach to accreditation [...] The report represents best thinking of the Task Force on a set of shared values that should guide the future of accreditation in educator preparation and the nature of transition required to support and implement that vision.”

The Nation’s Report Card Writing 2007—National Center for Education Statistics, April 2008

<http://nces.ed.gov/nationsreportcard/pdf/main2007/2008468.pdf>

“Nationally representative samples of more than 165,000 eighth- and twelfth-graders participated in the 2007 National Assessment of Educational Progress (NAEP) writing assessment (the assessment was not administered at grade 4 in 2007) [...] Results are presented nationally for both eighth- and twelfth-graders, and in participating states and urban districts only for eighth-graders. Comparing the results of the 2007 writing assessment to results from previous years shows the progress eighth- and twelfth-graders are making in improving writing skills.”

An Analysis of State Data on Distribution of Teaching Assignments Filled by Highly Qualified Teachers in New York Schools—REL Northeast and Islands, April 2008

http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008047.pdf

“Policymakers in the Northeast and Islands Region have requested more information on their teaching workforce as they develop plans and programs to increase teacher quality and ensure equity in their schools. New York State Education Department representatives have also requested specific information on the needs of rural schools, which serve more than 330,000 students—about 12 percent of New York’s student population—and receive 14 percent of the state’s education funding. This report responds to those requests with a description and analysis of the distribution of highly qualified teachers in New York, focusing on rural schools.”

Sizing Up State Standards 2008—American Federation of Teachers, March 2008

<http://www.aft.org/pubs-reports/downloads/teachers/standards2008.pdf>

“Since 1995, the American Federation of Teachers has judged state content standards on their clarity and specificity. We continue that tradition with our latest review of state efforts to develop rich, common, coherent standards in the four core content areas (English, math, science and social studies).”

Does Teacher Professional Development Have Effects on Teaching and Learning? Evaluation Findings from Programs in 14 States—Council of Chief State School Officers, 2008

<http://www.ccsso.org/publications/details.cfm?PublicationID=364>

“The study analyzed the quality of programs in relation to recent research evidence, and examined the extent to which evaluations of the programs found measurable effects on teaching and learning. The study is intended to assist education leaders in all states by providing research evidence concerning the characteristics of professional development in mathematics and science that produces positive effects with teachers.”



How Can State Education Agencies Support District Improvement? A Conversation Amongst Educational Leaders, Researchers, and Policy Actors—The Education Alliance, 2008

<http://www.alliance.brown.edu/pubs/csrqi/Symposium.pdf>

“Why, despite over 40 years of effort from educational leaders and organizations from across the multi-level system of public education, as well as the emergence and implementation of standards-based education, do so many of our districts and schools continue to have difficulty in meeting the needs of all students? Over time, many provocative conversations, articles, books and meetings have provided numerous “answers” to this and other questions, yet the quest continues for sustained, systemic school and district improvement to meet the learning needs of all students. This report and the conversations that spurred this report, while unlikely to be the last word in addressing these issues, is our contribution to the dialogue.”

Professional Standards for the Accreditation of Teacher Preparation Institutions—National Council for Accreditation of Teacher Education, 2008

<http://www.ncate.org/public/publicationsbooks.asp?ch=49&book=standards>

“This edition of *Professional Standards* contains the revised unit standards and accreditation decisions approved by NCATE’s Executive Board in 2007. All teacher preparation institutions with visits scheduled in fall 2008 and beyond will be reviewed under these standards, and accreditation will be based on these decisions.”

Building Collaboration Between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities—National Center for Culturally Responsive Education Systems, 2008

http://www.nccrest.org/Briefs/PractitionerBrief_BuildingCollaboration.pdf

“Analysis of research and practice illuminates several factors that contribute to the paradoxical views of ELL parents and their involvement in their children’s schools and education. Each of these factors pertains to having the means and opportunity for viable parent-school collaboration, in relation to: school-initiated efforts to build partnerships with parents; language; comprehensible information about U.S. schools and culturally and linguistically diverse families; special concerns related to special education referral and placement; immigrant isolation; legal status.”

Upcoming Events

For additional listings, check the Great Lakes East website for the [Calendar of Events](#).

JULY 2008

Dates:	July 13–16	Topic:	Creating a World of Wonder Through School-Based Professional Learning
Location:	Orlando, FL	Audience:	Teachers, school administrators
Format:	Conference	Sponsor:	National Staff Development Council, National Education Association, American Federation of Teachers, Pi Lambda Theta, National Board for Professional Teaching Standards, U.S. Department of Education, National Association of State Title I Directors, Teachscape
Dates:	July 15–17	Topic:	Summer Academy of the Institute for School Leadership Teams
Location:	Indianapolis, IN	Audience:	Indiana principals, teachers, and administrators
Format:	Academy	Sponsors:	Great Lakes East, Indiana Department of Education Office of Title I Academic Support



Dates:	July 28–29	Topic:	Great Lakes East Subcontractors Meeting
Location:	Rosemont, IL	Audience:	Great Lakes East staff and Great Lakes East subcontractors
Format:	Meeting	Sponsor:	Great Lakes East
<i>(Invitation only)</i>			

AUGUST 2008

Dates:	August 2–6	Topic:	ATE 2008 Annual Conference “The Global Imperative: Educating and Assessing the Whole Child, Teachers, and Community”
Location:	Washington, DC	Audience:	All professionals involved in the education of the whole child
Format:	Conference	Sponsor:	Association of Teacher Educators
Dates:	August 4–8	Topic:	State Support Team Training—Ohio Improvement Process
Location:	Columbus, OH	Audience:	16 regional state support teams
Format:	Training	Sponsors:	Great Lakes East, Ohio Department of Education, Center for School Improvement

SEPTEMBER 2008

Dates:	September 8–10	Topic:	CCSSO 2008 Education Leaders Conference on Using Data to Improve Instruction
Location:	Milwaukee, WI	Audience:	Educators
Format:	Conference	Sponsors:	The Council of Chief State School Officers (CCSSO); the Surveys of Enacted Curriculum Collaborative (SEC–SCASS)
Dates:	September 10–11	Topic:	State Education Agency High School Meeting: A Regional Discussion “Multiple Paths to Graduation”
Location:	Oak Brook, IL	Audience:	SEA representatives from Illinois, Indiana, Michigan, Ohio, Wisconsin
Format:	Meeting	Sponsors:	Great Lakes East, Great Lakes West
<i>(Invitation only)</i>			
Dates:	September 11–13	Topic:	RTI Innovations 2008: Conference for Doers by Doers
Location:	Salt Lake City, UT	Audience:	Principals, general education teachers, special education teachers, RTI coaches, school psychologists, school counselors, school social workers, reading specialists, speech and language pathologists, educational consultants, central office administrators, professional development coordinators
Format:	Conference	Contact:	Heartland AEA 11
Dates:	September 22–23	Topic:	3rd Annual Institute for School Improvement and Education Options “Linking Systems: State, District, School, Classroom”
Location:	Rosemont, IL	Audience:	Comprehensive center staff, invited SEA representatives, and other invited participants
Format:	Institute	Sponsors:	Center on Innovation & Improvement, Council of Chief State School Officers
<i>(Invitation only)</i>			



UPCOMING EVENTS

Dates:	October 6–7	Topic:	Math, Science, and Social Studies: A Focus on English Language Learners in Middle School
Location:	Minneapolis, MN	Audience:	Instructional leaders in state and regional agencies, school districts, schools, colleges of education, and publishing companies
Format:	Conference	Sponsors:	Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) in collaboration with University of Houston; California State University, Long Beach; Center for Applied Linguistics; Harvard University; University of Texas at Austin; University of California, Berkeley
Dates:	October 15–16	Topic:	2008 LEP Partnership Meeting
Location:	Washington, DC	Audience:	State Title I and Title III directors, LEP state assessment and accountability staff, education decision-makers, researchers
Format:	Meeting	Sponsors:	LEP Partnership, U.S. Department of Education, National Clearinghouse for English Language Acquisition
Dates:	October 16–17	Topic:	NCTM Cleveland Regional Conference & Exposition
Location:	Cleveland, OH	Audience:	All grade-level mathematics teachers, higher education representatives, researchers, professional development staff
Format:	Conference	Sponsors:	National Council of Teachers of Mathematics (NCTM); Ohio Council of Teachers of Mathematics; Greater Cleveland Council of Teachers of Mathematics
Dates:	October 24–26	Topic:	ASCD Conference on Teaching & Learning “Professional Practices that Work”
Location:	Los Angeles, CA	Audience:	Educators and educator leaders
Format:	Conference	Sponsor:	Association for Supervision and Curriculum Development
Dates:	October 29–31	Topic:	Regional Follow-Up to the National RTI Summit
Location:	Rosemont, IL	Audience:	Teams of five to six SEA staff from Iowa, Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, and Wisconsin; policy-level representatives of Cabinet, Title I, Title III, special education, curriculum and instruction, in-house CEIS/RTI teams.
Format:	Regional Follow-up (Invitation only)	Sponsors:	Great Lakes East, Great Lakes West Comprehensive Center, North Central Comprehensive Center, Mid-Atlantic Comprehensive Center, Mid-Continent Comprehensive Centers, North Central Regional Resource Center



Dates:	November 10–12	Topic:	Third Annual What Works Conference: “Building Capacity for a Systems Approach to Improving Educator Quality”
Location:	Washington, DC	Audience:	Regional comprehensive centers, state education agencies, and other national organizations
Format:	Conference (Invitation only)	Sponsors:	The National Comprehensive Center for Teacher Quality (TQ Center)
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Dates:	November 16–18	Topic:	2008 PEN Annual Conference
Location:	San Francisco, CA	Audience:	Local education fund members, educators at all levels, PEN members and nonmembers
Format:	Conference	Sponsors:	Public Education Network
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Dates:	December 3–6	Topic:	23rd AESA Annual Conference “Preparing Students...Delivering Success”
Location:	Phoenix, AZ	Audience:	Educational service agency staff, board members, educators, policymakers
Format:	Conference	Sponsors:	Association of Education Service Agencies

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