



## Great Lakes East Comprehensive Center

# News for the Region

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

## Effective Leaders

Winter 2010

No matter how small or large education reform is, its success depends heavily on our educators. Those who can lead *through* the multiple layers of our intricate education system are the true backbone of education. What does it mean to be an effective leader? What are some leadership practices that nurture the overall well-being of an education system?

This issue of *News for the Region* contains several special reports on effective leadership in education. A column (see p. 8) by Paul Kimmelman, Ed.D., examines how recent education reforms are reshaping state leadership for the future. An article (see p. 11) by Ellen Behrstock, Ph.D., describes the qualities of strong education leaders and provides examples of what state education agencies can do to move their reforms forward. Michigan is one example of how a state education agency can implement leadership reform. On p. 5, Gary Appel describes how the leaders at the Michigan Department of Education (MDE) sought “to reduce fragmentation and build coherence and new knowledge” by forming core teams that focus on specific topics and work to increase communication and collaboration across MDE offices.

Researchers have found that effective leaders in an organization take initiative, think innovatively, are inclusive, foster collaboration, leverage all resources, and distribute leadership. These skills have proved to be effective in increasing impact on student learning. What leaders do you come into contact with each day? What can you do to become a better leader in today’s environment? How do you support other leaders within your organization? We hope that you find this newsletter informative as you think of ways to grow leaders from within and that you adopt some of these ideas in your work.

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

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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.

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## Highlights of the Quarter

### A Regional Forum Stresses Coherence Building Across ARRA Funds

*By Asta Svedkauskaite, Consultant, Learning Point Associates*



With more information and federal funding opportunities available through the American Recovery and Reinvestment Act (ARRA), states are seeking support and guidance to help them best respond to these opportunities. The U.S. Department of Education has been actively providing outreach efforts and has participated in various opportunities to support states' ARRA needs.

At the behest of the Education Department (ED), on November 19, 2009, three regional comprehensive centers and two regional educational laboratories collaborated with ED and invited their 14 states to a one-day meeting, "Building Coherence Across ARRA Funds," in Rosemont, Illinois. The collaborating partners included the Great Lakes East Comprehensive Center, the Great Lakes West Comprehensive Center, and REL Midwest at Learning Point Associates as well as the North Central Comprehensive Center and REL Central at Mid-continent Research for Education and Learning. Together, these centers serve the states of Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, and Wyoming.

The forum provided a timely opportunity for senior officials from ED and state education agency (SEA) staff to engage in the discussion on ARRA funds. The participants reviewed the status and details concerning grants such as Race to the Top, State Fiscal Stabilization Fund Phase Two, Title I School Improvement Grants, and the Investing in Innovation Fund. The presenters from ED provided the latest information and guidance from ED and explained the details of current public notices and use of funds guidance. They also engaged the participants in discussing issues relating to building coherence among all ARRA funding streams (in a question-and-answer session to help SEAs plan across ARRA funds) and delved into strategic planning for ARRA reform priorities.

In response to an online survey, 50 percent of the respondents said that they most valued learning about "the bigger picture" and the "coherence piece." Materials from this event are available on the Great Lakes East (and Great Lakes West) website where you can access the audio, PowerPoint slides, and wrap-up session notes at <http://www.learningpt.org/greatlakeseast/spotlights.php#arra>. We hope you find these resources useful.

### Leveraging Communication Through SharePoint

*By Jennifer Reed, Program Specialist, Learning Point Associates*

In today's electronic day and age, it is the norm to be inundated with e-mails at the workplace all day long. As organizations grow and expand, their reliance on electronic communication is quite customary to conduct business and support its workers' communication across multiple offices. This method of communication can complicate everyday work. For example, when a team of five is designing a presentation and sends numerous revisions back and forth via e-mail, how can they make sure all of their changes become incorporated into the final document? Or, if you participated in a webinar last week where multiple attachments accompanied the PowerPoint presentation, how do you make sure your colleagues have easy access to it all? A centralized



location where documents can be stored with a secure access for everyone is vital to keep communication and documentation run smoothly and save many headaches.

For the Great Lakes East Comprehensive Center, documentation and communication arose as a priority early on. Not only do we have staff working across our three-state region but also a great deal of the work is conducted in teams. We chose to use SharePoint, a Microsoft Office product, which allows users to log in via the Web and access shared workspaces, document libraries, and databases as well as to host threaded discussions. SharePoint not only allows us the ability to house all of the important documents related to our work but it also plays a vital role in version control of documents that are in progress. It has made the communication and documentation management for the center much easier.

The success with SharePoint did not stop with Great Lakes East. During a meeting of the Comprehensive Assistance Center (CAC) Network directors, Great Lakes East shared its processes for capturing the communication and documentation. The attendees, including the U.S. Department of Education, became interested in this tool as well. They saw SharePoint as a useful tool for enhancing communications for the CAC directors and asked Great Lakes East to design and host a national site. The CAC directors SharePoint site allows the directors to access vital information regarding the program. The U.S. Department of Education and the Office of Special Education Programs (OSEP) representatives are among the users.

Because of the successful CAC directors site, Great Lakes East was asked to develop another site for the Center on Instruction (COI). The director of COI (and a member of the CAC directors site) recognized the benefits SharePoint was providing to the directors and saw it as a useful tool for their center as well. Great Lakes East designed a site for one of their projects called “Coffee Chats.” It is a site designed to provide content information on a variety of topics and to facilitate discussion boards. The site was so successful that COI asked for a second site to help them with their response to intervention project. Both sites have been helping COI enhance its communication and its work.

Great Lakes East’s work with SharePoint continues to expand and has been introduced to its client states. The center is now hosting a SharePoint site for a collaborative Great Lakes East and Great Lakes West Regional High School Dialogue Series, a site for the North Central RTI Technical Assistance Collaborative, and a site for the Statewide Systems of Support Core Team at the Michigan Department of Education. The most recent site was developed to assist the work being done for the Ohio Credit Flexibility project in which Great Lakes East is collaborating with the National High School Center in Washington, D.C. Great Lakes East is excited about all of these collaborations and looks forward to continuing to help other organizations in increasing their communication and document management capabilities.

## **Great Lakes East Provides Online Resource to the North Central RTI Technical Assistance Collaborative**

*By Asta Svedkauskaite, Consultant, Learning Point Associates*

A year ago, a meeting of the directors of the North Central Response to Intervention (RTI) Technical Assistance Collaborative was held in Washington, D.C., and marked the formal beginning of a constellation of coordinated RTI support to the nine states in the North Central region: Illinois, Iowa, Minnesota, Missouri, Pennsylvania, Wisconsin, and the three states of the Great Lakes East Comprehensive Center—Indiana, Michigan, and Ohio. The region is defined by the area serviced through the North Central Regional Resource Center (NCRRC) in



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Minneapolis. Why is this collaborative important? As agreed upon last year, the RTI Collaborative will leverage resources for implementing RTI within the region more effectively.

Among the collaborators are the technical assistance and resource providers—funded by the Office of Special Education Programs and the Office of Elementary and Secondary Education—that service the region. They include regional resource centers, equity centers, comprehensive centers, and parent centers along with the national content centers, the U.S. Department of Education, the National Center for Response to Intervention, the IDEA Partnership, and several other technical assistance centers.

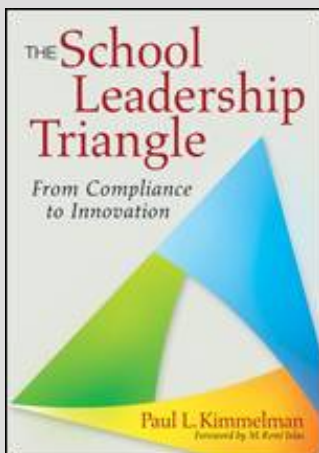


Throughout the last year, the Collaborative has been working to articulate a theory of action and to establish a process for collaboratively working with state education agencies in the region and for working with each other. At the recent December 10–11, 2009, meeting, the directors representing the centers comprising the Collaborative met to determine priorities and agree on the processes to implement the theory of action. Great Lakes East's Director Barb Youngren, along with Norena Hale and Michael Sharpe from the North Central Regional Resource Center, provided an overview of the collaborative work and the theory of action to the team. At the meeting, the directors engaged in dialogue about the circumstances impacting the collaboration and discussed steps for the future.

One of the next steps was a need to establish a way for the Collaborative team to stay engaged in its ongoing conversation and collaboration. As part of its prior success with an online communication and documentation tool, SharePoint, Great Lakes East was asked to assist the Collaborative and establish a shared online site for the team.

## Spotlight: A New Publication Focuses on the Critical Role of Innovation in Education Reform

### *The School Leadership Triangle: From Compliance to Innovation (March 2010)*



*Position your school or district for continuous improvement in the 21st century!*

Although education leaders must be responsive to federal policy mandates, compliance alone will not guarantee continuous school improvement. Leaders must create conditions that foster innovative solutions to perennial problems and engage all educators in systemic reform. In his new book, Paul L. Kimmelman, senior advisor at Learning Point Associates, creates a triangular framework—based on federal policy compliance, effective leadership, and innovation—for improving education. With practical examples from business and education, this book:

- Provides a rare glimpse into the thought processes of legislators and policymakers who wrote the No Child Left Behind (NCLB) Act
- Includes contemporary thinking on how leaders can distribute leadership throughout a school or district
- Focuses on the critical role of innovation in creating successful reform efforts

*The School Leadership Triangle* provides leadership teams with a solid foundation for discussing key issues that can lead to substantive improvements in schools and districts while addressing the challenges of federal laws. For ordering information, visit [Corwin Press](http://www.corwinpress.com). For any questions about this publication, e-mail the Great Lakes East Comprehensive Center: [GreatLakesEastInfo@learningpt.org](mailto:GreatLakesEastInfo@learningpt.org).





## Special Report

### Michigan's State-Level Strategy: Cross-Office Team Concept

*By Gary Appel, Michigan State Manager, Great Lakes East Comprehensive Center at Learning Point Associates*



Gary Appel

Like most organizations, the Michigan Department of Education (MDE) is organized into offices that focus on specific scopes of work (e.g., professional development, special education, and early childhood education), all supported by multiple state, federal, and other funding sources. The diverse requirements of the various funding sources often contribute to fragmentation of the work. When the Great Lakes East Comprehensive Center and MDE first began working together in 2005, it became apparent that, over time, various MDE offices had become relatively insular. Consequently, channels of communication across offices weakened, and opportunities for collaboration and leveraging became idiosyncratic. In effect, the offices had become “silos,” leading to reduced efficiency and lost opportunities for organizational learning. MDE leadership members realized that as a practical matter, this fragmentation would be an impediment to the transformation and advancement that they were seeking. For MDE to reduce

fragmentation and build coherence and new knowledge across the organization, the silos would need to become more permeable.

In the most innovative organizations, information flows freely, both horizontally and vertically. Given that at MDE the flow of information and knowledge was most fluid within offices and least fluid across offices, the potential to capitalize on the ideas and strengths of all staff members was limited. Recognizing this, MDE and Great Lakes East sought an appropriate situation to pilot a cross-office team (also referred to as a “core team”) that will begin to break down some of the silos that have been built.

#### A Cross-Office Team Pilot

Michigan's adoption of rigorous high school graduation requirements, known as the Michigan Merit Curriculum, provided that chance. Great Lakes East and MDE decided to focus the first cross-office team on high school redesign. Working with the director of the Office of School Improvement (recently restructured as the Office of Education Improvement and Innovation), Great Lakes East and MDE identified and invited staff members from each of MDE's offices to join the new cross-office high school team.

The initial purpose of the team was to increase communication and collaboration across offices in order to build coherence across the department's high school redesign work and to foster a culture of collaboration. As the team moved forward, Great Lakes East facilitated regular monthly meetings to discuss the needs of districts and schools and how MDE and key partners could provide a unified, collective response to these needs.

The original focus on cross-office communication and collaboration related to Michigan's high schools provided a strong foundation for creating a more robust scope of work. Four subteams formed and developed their action plans. Currently, the high school summit and high school redesign subteams are planning activities to share research-based best practices and gather information from intermediate school districts, districts, and



schools regarding challenges they face and the support they need to meet the requirements of the Michigan Merit Curriculum. In addition, the emerging practices subteam is developing an *Emerging Practices* website to share promising and research-based practices of high-poverty, high-achieving “model” high schools in Michigan. This website will be accessible to schools and districts across the state. The fourth subteam is working toward the development of a strategic plan for high school improvement in the state. All of these teams meet regularly and share their work updates in order to keep scaling up Michigan’s high school agenda.

## Scale-Up of the Cross-Office Team

Based on the initial success of the high school cross-office team in moving the high school reform agenda forward, MDE and Great Lakes East sought opportunities to foster additional cross-office efforts, such as English language learners (ELLs) and professional development. Great Lakes East and MDE’s Office of Education Improvement and Innovation had been working together on ELL education for some time and saw the critical need to engage other offices in the effort. Capitalizing on the release of *Education Week’s Quality Counts 2009* report—*Portrait of a Population: How English-Language Learners Are Putting Schools to the Test*—Great Lakes East and MDE convened a timely cross-office dialogue focused on ELLs to help MDE explore the implications of the state’s results in that report. The dialogue focused on how to create awareness of activities related to ELLs at MDE, build cross-office coordination, establish a clear cross-office ELL agenda, and share examples of state-level practices regarding the preparation of ELLs for academic success.

The dialogue sparked many in-depth conversations among the representatives of MDE offices. As a result, an MDE cross-office ELL core team was created to continue building the systems of support for ELLs in Michigan. At the early meetings, the core team members identified realistic goals and strategies to address specific ELL needs across the department and in the state. For example, at their most recent meeting in January 2010, the team focused on higher education and the preparation of general education teachers for addressing the needs of ELL students.

The meetings continue, giving varied MDE offices an opportunity to address similar issues from the perspective of ELLs. More significantly, regular core team meetings at MDE give ELL education an ongoing voice and visibility within the department. According to Office of Education Improvement and Innovation Assistant Director Linda Forward:

The cross-office collaboration has demonstrated that an incredible amount of positive energy regarding ELLs exists throughout the agency.... As a result of this collaboration, eight different offices include ELLs on their work agendas and are engaged in finding ways to better serve the needs of these students. New initiatives regularly consider if there are any issues that need to be addressed to better meet the needs of ELLs and those who teach them. There is a new recognition that ELLs are the responsibility of all areas of the Department, not solely that of the Office of Education Improvement and Innovation (L. Forward, personal communication, July 28, 2009).

Recently, at the request of Deputy Superintendent Sally Vaughn, Ph.D., MDE and Great Lakes East brought together a new cross-office team focused on professional development. The team seeks to understand the most current research on professional development, examine the professional development policies and guidelines of other states, revise MDE’s professional development policy, and explore ways to ensure that all appropriate MDE requests for proposals reflect principles of high-quality professional development.



In all cases, cross-office teams share some common structures. Team members come from multiple offices to form a core team and meet regularly. Each team has a Great Lakes East facilitator to manage and structure the team's process and activities and an MDE leader with positional authority who serves as an organizational "champion" for the team's collective work.

In Michigan, cross-office core teams have demonstrated their value in leveraging the talent and expertise at the department to drive the MDE mission more effectively. The teams support MDE's internal capacity building and foster collaboration, leverage human capital, and distribute leadership across the organization. Last, the teams have proved effective at generating new knowledge and strategies to address important MDE responsibilities and ultimately increase MDE's impact on student learning across the state.



## Special Report

### State Leadership and the Future of Education

*By Paul Kimmelman, Ed.D., Senior Advisor, Learning Point Associates*



Paul Kimmelman, Ed.D.

It seems as though not very long ago people were thinking about the arrival of the new millennium, and now we are already in the second decade of it. It is interesting to note that the new millennium has brought significant changes to the federal role in education that have had implications for state education agencies (SEAs) and their leadership responsibilities. The first decade of the millennium increased federal accountability requirements on states more than any other period since 1965, when the first Elementary and Secondary Education Act (ESEA) was approved by the U.S. Congress. Therefore, when the No Child Left Behind (NCLB) Act became law in 2002 and when Congress approved unprecedented funding for education through the American Recovery and Reinvestment Act (ARRA) in 2009, federal accountability for state education leaders became considerably more challenging. It imposed expectations for results that were heretofore not as daunting as the new required benchmarks. Whether state education leaders were trying to meet the NCLB requirements of adequate yearly progress for all students or working to change state laws to be eligible for ARRA's Race to the Top funds as a result of the new federal compliance requirements, the leadership role for state education officials has become significantly more important and involved.

So, what does leadership have to do with these new federal compliance requirements, and why should it matter to state leaders? Is the type of leadership needed from SEAs today different from what was needed in the past? If so—and it is almost unarguable, given the new federal accountability requirements and demand for results in a 21st century global environment—what might state leaders consider today when trying to transform education in their states?

First, it should be noted that after more than 100 years of leadership research, the findings indicate that there is not a single best trait, behavior, theory, or practice that is guaranteed to work. The more contemporary leadership theory focuses on the need for leaders to connect with their followers. Bennis (2007), a highly regarded authority on leadership and organizational development, said, "Psychologists have not sorted out which traits define leaders or whether leadership exists outside of specific situations, and yet we know with absolute certainty that a handful of people have changed millions of lives and reshaped the world" (p. 2).

Many well-known leaders led the world through challenging times. They all had different styles and were involved in different leadership roles: Dr. Martin Luther King, Dwight David Eisenhower, Eleanor Roosevelt, Margaret Thatcher, Nelson Mandela, Indira Gandhi, General George S. Patton, Rosa Parks, and Abraham Lincoln are just a few examples. Countless others have accepted responsibility for changing the status quo to better serve their followers. Bennis's point speaks to today's state education leaders. Never before has the federal role in education held states to such high accountability standards. The movement to use data to ensure that *every* student is proficient and that teachers are highly qualified—and to transform the process of evaluating school personnel based on performance—means that state leaders have to connect with all of their constituents and convince them of the importance of meeting state goals. The ability to meet these goals will necessitate some major changes from the way education has been delivered in the past. Only through effective leadership will these types of changes occur.





Convincing leadership skills are needed even more when state leaders apply for highly competitive funds, as in the case of Race to the Top funds. To obtain these funds, state chiefs had to get their local school leaders to sign a memorandum of understanding agreeing to the new federal education goals. Some of these goals require states to change laws regarding charter schools and teacher evaluation, among others. In these trying economic times, the lure of substantial federal funding to support state school improvement initiatives can be a compelling elixir but may fall short if state leaders cannot lead their followers to join them in the process. Local school officials will be “tough sells” when it comes to imposing even more daunting accountability requirements on them. NCLB was likely the beginning and not the end of an ever-increasing federal role in education.

The type of leadership to succeed in the 21st century accountability environment requires more than merely demonstrating convincing compliance with state rules and regulations. It is a type of leadership that is transforming learning and teaching for everyone in the state’s schools. It is leadership that can best be exemplified by some questions Nelson Mandela posed to his national rugby coach, Francois Pienaar, in the recent movie *Invictus*. The rugby team was not doing well, and Mandela had a vision that if it won the Rugby World Cup, it would bring the people of South Africa together and support his leadership initiatives. He asked the coach two questions:

- How do we inspire ourselves to greatness when nothing else will do?
- How do we inspire everyone around us?

These questions could be asked of all educators in every state to serve as inspiration to lead their challenging, new school improvement initiatives. They offer the right mindset to lead transformational change in an education era that offers real collaborative opportunities. These opportunities extend beyond state borders to other states and even countries. There needs to be a belief that others in the education system can lead and not just depend on the traditional school administrators. Teachers have to become active participants on school leadership teams and accept leadership roles with the authority to make important decisions. The day of the superintendent or principal serving as the only leader is no longer reasonable. The complexity of the education system is much different than it was prior to NCLB.

There is not a “cookbook” for becoming a successful leader, but I am offering the following basic ideas that have proved to be successful over time:

- Know and understand the basic theories of leadership.
- Utilize teams to take on significant challenges.
- Accept the fact that change is difficult work and be patient while leading to gain buy-in.
- Manage conflict and channel disagreement into positive actions.
- Constantly communicate with your stakeholders.
- Maintain high ethical behavior.

In a recent interview, Congressman Rush Holt (New Jersey) said to me, “We need strong leadership at the federal, state, and school board levels as well as in the schools. Leaders need to have high expectations for their stakeholders” (Kimmelman, 2010, p. 56). He expresses the thoughts of most members of Congress I interviewed for my new book, *The School Leadership Triangle: From Compliance to Innovation*. In the new



decade of the millennium, leadership, particularly from the states, will be critically important if the new federal goals are to produce their intended results.

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## Special Report

### Effective Leadership in Education: What State Education Agencies Need to Know

*By Ellen Behrstock, Ph.D., Policy Associate, National Comprehensive Center for Teacher Quality at Learning Point Associates*



Ellen Behrstock, Ph.D.

The American Recovery and Reinvestment Act (ARRA) has brought education to the forefront of national policy priority, providing states and districts with unprecedented opportunities to make breakthroughs in delivering a world-class 21st century education to all students. State education agencies (SEAs) have emerged as leaders of reform. Although the right to a quality education has been featured in state constitutions for many decades, it is only more recently that the role of SEAs has transitioned from one of compliance to one of change agent. SEAs now are expected to drive reform and innovation; they are seen by many as the ultimate party responsible for ensuring that every child is taught to achieve to the best of his or her ability. But what makes a SEA an effective leader in education, and what should SEAs do to become effective change agents? Through its work with regions

and states, the [National Comprehensive Center for Teacher Quality](http://www.learningpt.org/greatlakeseast/) has identified several characteristics of effective SEA leadership.

**Be proactive about leading reform.** Districts, teachers, students, parents, and education service agencies look to the SEA to provide guidance and support, even in high local control states. Effective SEAs recognize that district autonomy need not be a detriment to state-level leadership. By recognizing their role as a key, if not primary, leader in advancing education policy and by proactively seeking solutions to educational ailments, SEAs can create positive change in their school systems while simultaneously motivating and inspiring leaders at different levels of the education system to work equally fervently to improve the education that students receive.

**Establish a clear vision for action.** It is the responsibility of any leader to collaboratively establish a clear vision for success and communicate it to all stakeholders. As leaders in education, SEAs must articulate what this vision is in their states. The following visions for improving education in the Great Lakes East region have been articulated:

- **[Indiana](#):** “The academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world.”
- **[Michigan](#):** “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high-priority schools and students.”
- **[Ohio](#):** “The State Board of Education’s vision is for all Ohio students to graduate from the PK–12 education system with the knowledge, skills, and behaviors necessary to successfully continue their education and/or be workforce ready and successfully participate in the global economy as productive citizens. Ultimately, all students will graduate well prepared for success.”

To be effective, SEAs must similarly articulate a coherent vision for each individual reform effort. To be compelling, these visions should be based on research about what works and evidence on where the state is in need of improvement. For example, research consistently finds that teachers are the single most important



school-level factor that affects student achievement, with school leaders taking second place (Hanushek, 1992; Rivkin, Hanushek, & Kain, 2005). Many of the driving reforms needed for genuine, lasting school improvement are captured in the four assurances of ARRA—teacher effectiveness and equitable distribution, effective data systems, creating better standards and assessments, and intervening in the lowest performing schools. SEAs are best placed to establish which of, and in what ways, these and other priorities form a state vision of excellent education for all and then to gain wide support from stakeholders for this vision.

**Work collaboratively to see this vision through.** Effective SEA leadership involves collaboration with education service agencies, districts, and other state-level agencies and collaboration among the various groups within the SEA. Education policies tend to be interconnected. For example, policy on the distribution of effective teachers is fundamentally tied to policy on K–12 data systems because comprehensive data about teacher effectiveness across the system are needed to understand the distribution of effective teachers. Likewise, within one policy area, such as teacher effectiveness, the types of policy components that must be in place are interconnected (e.g., teacher preparation, recruitment, induction, professional development, and evaluations).

The Ohio Department of Education, for example, established an Office of Educator Equity within the Center for the Teaching Profession to oversee the implementation, effectiveness, further development of, and communication about the 68 diverse strategies in the state’s *Teacher Equity Plan*. By creating an office specifically designed to bridge various groups within the SEA working on the important issue of teacher quality, Ohio is better placed to see that its policies are not only cohesive and aligned but also that they are supported and ultimately effective. SEAs also may break down silos through regular update meetings or the creation of cross-portfolio committees and projects. (See the article on p. 5 about cross-office teams established at the Michigan Department of Education.) By facilitating collaboration across policy groups, SEAs also can allow each group to gain a more complete understanding of how their work relates to the larger vision.

**Overcome typical barriers to effective policy.** Having the vision and a collaborative approach may not always help a SEA lead reforms through to completion. Effective leaders learn from their own failures and others’ mistakes. SEAs should engage in cross-state dialogue about the barriers to policy development and implementation that have hindered them in the past and how they have overcome them to see that reforms were ultimately successful. The National Comprehensive Center for Teacher Quality and the national system of regional comprehensive centers work to build capacity within SEAs by providing tools and resources as well as opportunities for states to learn from one another in a structured, facilitated way. The newly formed New England Collaborative for Educator Quality and Effectiveness allows its member states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont) to benefit from their collective expertise and to pool resources to efficiently and effectively develop a common regional definition of teacher and school leader effectiveness and ways of measuring effectiveness. Effective SEAs also continually enhance their knowledge about what works by collecting data on their existing policies and programs and actively using these data to monitor existing programs and inform future policymaking. To fully make use of the data collected, SEAs could form partnerships with institutions of higher education that can conduct high-quality research on the effectiveness of the SEA’s efforts.

These are just a few qualities that effective SEAs exhibit. To summarize, effective SEAs know what constitutes quality policy, gauge where the state experiences shortfalls, and understand what can be done to fill gaps between where policy is and where it needs to be. They then have the will and wherewithal to gain the needed support to bring this change to fruition. In a field as political and value laden as education, widespread support for any reform may be hard to come by. Educational leaders will work toward sufficient support to create





genuine improvements in student learning even in the face of opposition. In the words of Rosalynn Carter, “A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go, but ought to be.”

Great SEA leadership keeps student learning as the primary focus, uses evidence to determine which changes are likely to be most beneficial to students, and works to generate political will to move state policy forward in a collaborative and constructive way.

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## 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 NCLB implementation efforts. The e-mail addresses of the state managers are included.*



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#### Instruction

**Response to *Instruction* (RTI).** The Indiana Department of Education (IDOE), with the assistance of the Great Lakes East Comprehensive Center, is making great strides toward the creation of the department's RTI. IDOE has distinguished its RTI initiative by titling it *Response to Instruction*; in other state departments of education, RTI stands for response to intervention. As IDOE indicates in its January 2010 draft RTI guidance document, it has chosen RTI "to indicate the focus on all learners, on teaching and learning, and on the critical role of the teacher in providing the most appropriate instruction."

On January 26, 2010, IDOE presented its guidance document draft to a group of 26 stakeholders from across the state. The stakeholders represented elementary, middle, and high school educators from Indiana school districts, professional education organizations, teachers unions, parents, and institutions of higher education. The presentation featured the Indiana perspective on RTI from Lee Ann Kwiatkowski (director of differentiated learning at IDOE), the national perspective from Bruce Passman (technical assistance liaison at the National Center on Response to Intervention), and a description of the guidance document from Alyson Luther (English language learning specialist at IDOE) with Anna Shults (literacy specialist at IDOE). In one of the segments of the event, stakeholders were invited to offer questions, concerns, and recommendations for the department's RTI leadership team to consider as the guidance document draft is finalized. Kwiatkowski commented after the presentation to stakeholders, "I am grateful to the RTI stakeholders, who provided suggestions for improvements in their respective areas of expertise to Indiana's *Response to Instruction* guidance document. Indiana's guidance document focuses on all students and is unique in that we address high ability as well as struggling learners. It will be a useful resource for teachers, principals, district staff, and parents."

Stacy Rush (senior research analyst at the American Institutes for Research) and Frank De Rosa (Indiana state manager) of Great Lakes East were integrally involved in the planning and facilitation of the presentation. They will continue to provide IDOE with support as IDOE's RTI guidance document is completed and moves into implementation and information planning and the development of an RTI toolkit for districts.

**Professional Development Mathematics Pilot.** The professional development mathematics pilot is under way in Indiana, with a primary emphasis on algebra for Grades K–8. IDOE is piloting a new instrument for identifying professional development needs in mathematics. The instrument, [\*Identifying Professional Development Needs in Mathematics: A Planning Tool for Grades 3–7\*](#), was developed by Russell Gersten, Ph.D., executive director of the Instructional Research Group, professor emeritus in the College of Education at the University of Oregon, and director of the mathematics strand at the Center on Instruction. In January 2010, a



small team came together to align the Indiana State Mathematics Standards (Grades 3–7) to the National Mathematics Advisory Panel Benchmarks for the Critical Foundations of Algebra, contained in the instrument. The team consisted of Trish Koontz (Kent State University and the Center on Instruction), Trice Black (mathematics specialist at IDOE), and Lisa Palacios (senior program associate at Learning Point Associates). As commented by Black, “The IDOE is excited to be a participant of the Needs Assessment for Mathematics Professional Development pilot. Being able to provide targeted professional development will allow us to better serve our educators, which in return will better service our students” (T. Black, personal communication, February 5, 2010).

## School Improvement

**Migrant Education, Title I, Part C.** Continuing the work of the previous months, Great Lakes East assisted IDOE in strengthening its Indiana Migrant Education Program (IMEP). The first request was to improve the project applications from the district directors of migrant education. IDOE staff believed that a stronger plan, tied directly to student achievement, would improve the likelihood of increased student learning.

With this outcome in mind, Great Lakes East and IDOE developed a two-stage approach: (1) conduct internal professional development for the IDOE migrant and English language learning staff and (2) implement professional development for the district directors of migrant education programs. The professional development of IDOE staff, held in November 2009, allowed for similar knowledge and skills to be obtained among staff and for the development of a training agenda for the migrant education directors that followed research-based professional development practices.

The workshop, held on November 19, 2009, was coconducted by Jayne Sowers, Ed.D., of Great Lakes East, Lauren Harvey, coordinator of English language learning and migrant education at IDOE, and Kristen Perry and Alyson Luther, English language learning specialists at IDOE. The directors learned of Indiana’s vision and plan, practiced writing SMART goals, developed corresponding measures of effectiveness, and translated the goals and measures into a template that aligns to the project application. The directors reviewed one another’s goals and received feedback as a critical portion of the day. A few weeks later, IDOE and Great Lakes East reviewed the finalized migrant education district goals and determined they were the “best ever” but that more work will need to be done to make them even stronger in the future. This measurable goal process will be integrated into the IMEP district grant application process for 2010–11. IDOE and Great Lakes East will continue to partner in the work on migrant education.

**English Language Learners, Title III.** In the late fall and into the winter, IDOE and Great Lakes East began to address the needs of districts whose students were not meeting the state targets for English language development and academic achievement for limited English proficient (LEP) students. These targets are referred to in Title III as annual measurable achievement objectives (AMAOs) and are set by each state based on a formula. They represent the targets that districts are required to achieve on a yearly basis. According to Title III, AMAO targets must include:

- Annual increases in the number and percentages of LEP students making progress in learning English
- Annual increases in the number and percentage of LEP students attaining English proficiency (as measured by a valid and reliable assessment of English proficiency)
- Making adequate yearly progress (AYP) for LEP students under Title I



If a Title III recipient (district) has failed to meet the AMAOs for two consecutive years, the development of an improvement plan specifically addressing the factors contributing to failure is required.

Based on 2008–09 AMAO determinations, five Indiana school districts did not meet the AMAO targets for two years consecutively. As part of the requirements under Title III, IDOE is required to provide support to each of the districts. Together, IDOE and Great Lakes East developed a plan of support. In December 2009, Jayne Sowers, Ed.D., of Great Lakes East provided internal professional development for the IDOE Title III staff. The professional development focused on the topics of research-based professional development, statewide systems of support, and analyzing district data to determine need. Additional planning meetings in January culminated in the “Title III Annual Measurable Achievement Objective Improvement Plan Workshop” held on January 29, 2010.

The workshop led the districts through a five-step process: (1) analyze student data, (2) develop findings, (3) research and observe curriculum, instruction, and formative assessments, (4) compare to own curriculum, instruction, and formative assessments for English language learners (ELLs), and (5) use findings from steps 1–4 to develop the AMAO improvement plan. Each district received support from a facilitator with extensive experience in the ELL field, including IDOE staff Lauren Harvey, Kristen Perry, Olga Tuchman, and Amy Bush and ELL Department Chair from Ben Davis High School Martha Sacks. After submission in February, improvement plans will be reviewed, and additional supports for the districts will be determined.

**Special Education.** In an effort to better serve its students with special needs, IDOE determined to establish six Indiana Resource Centers for Improvement Activities. The purpose of the centers is to assist districts and schools in reforming and improving supports and services for children with disabilities in order to meet their unique needs and improve their educational outcomes. The centers are based on the 20 compliance and performance indicators that the U.S. Department of Education, Office of Special Education Programs, requires of states to address in their performance plans and reports and the results of districts’ needs assessment survey conducted by IDOE. The focus areas of these centers are:

- Autism
- Effective assessment and instruction
- Effective and compliant individualized education programs
- Effective evaluations
- Positive behavior supports
- Transition to adulthood

After announcing the grants in November 2009, IDOE sought Great Lakes East’s assistance in providing external reviewers of the two-phase process: (1) review and score the written applications, and (2) interview and score the applicants’ presentations. In January 2010, six Great Lakes East members reviewed the applications, using an IDOE-created rubric, and several weeks later, three Great Lakes East staff interviewed the applicants in person, using a set of questions developed by Great Lakes East. Using both sets of scoring rubrics, IDOE determined the recipients of the awards, with a guarantee that the process had allowed for unbiased, nationally represented reviewers through Great Lakes East.





## MICHIGAN

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### Teacher Quality

**State Individual Professional Development Plans.** Novice teachers from several schools across the state currently are participating in the field test of the Michigan Department of Education's (MDE's) newly developed electronic version of the individual professional development plan template and associated support materials. The field test was launched in September 2009 by having mentors, beginning teachers, and school principals participate in a half-day professional development session codesigned by staff from MDE's Office of Professional Preparation and the Great Lakes East Comprehensive Center. Additional guidance for the field test is being provided by the American Institutes for Research and Western Michigan University. The professional development sessions introduced participants to the individual professional development plan purpose, processes, template, and online tools. Novice teachers, with support from their mentors, were given time to use the online tool as a first step in planning their own professional development.

Preliminary survey results from the sessions suggest that, in general, novice teachers, mentors, and principals find the individual professional development plan a useful tool for planning their professional development, improving their practice, and improving student learning. In addition, participants found the individual professional development plan easy to navigate and useful for educators at all levels of experience. Participants did recommend increasing the amount of time for the training and offered some suggestions on how to make the individual professional development plan even more user friendly. Additional survey data will be collected throughout the remainder of the school year as the novice teachers complete the individual professional development plan to determine if additional changes need to be made or online tools developed. Telephone surveys also are planned. At the conclusion of the field test at the end of the 2009–10 school year, Great Lakes East will assist MDE in planning a statewide rollout of the individual professional development plan template and support materials as well as related professional development.

Recently, Great Lakes East has received a request from Deputy Superintendent and Chief Academic Officer Sally Vaughn, Ph.D., to help MDE bring coherence to professional development activities at MDE and review the current State Board of Education professional development policy. Based on the review, MDE will expand and revise the policy to align with the National Staff Development Council's new definition of professional learning and MDE's direction as articulated in the Race to The Top proposal. Great Lakes East also has been asked to advise MDE's cross-functional professional development team about the development of a rubric to guide the design and implementation of professional development within requests for proposals issued by MDE departments. In response to these requests, Great Lakes East has been conducting the policy review, examining effective policy and practice in other states, and collaborating with Learning Point Associates' policy group regarding the nature of well-written policy. Great Lakes East expects to provide draft policy recommendations and samples of criteria for requests for proposals to Dr. Vaughn and the cross-functional team in March 2010.

**State Teacher Preparation System Revision.** Great Lakes East and the National Comprehensive Center for Teacher Quality continue working with MDE and the Professional Standards Commission for Teachers (PSCT)



to design a *Michigan Framework for Excellence in Teacher Preparation*. A work team from PSCT is gathering information from the larger committee regarding teacher preparation beliefs and assumptions and resources to support the work. During a December 16, 2009, meeting, the work team discussed the implications of recent legislative changes, the Race to the Top proposal, and the role of alternative route providers as they pertain to the creation of a framework for teacher preparation in Michigan. The next steps for the work team are to draft initial guiding principles for teacher preparation and seek feedback from the larger PSCT committee at the next committee meeting on March 11, 2010.

As one of the new support focus areas this year, initiated in December 2009, Great Lakes East is supporting the work of the Three-Tier Licensure committee by researching how other states approach licensure and providing technical assistance and expertise to the committee. The committee consists of MDE staff, faculty from institutions of higher education, teachers and administrators, the two teachers unions, and other professional organizations. The committee began its work in spring 2008 to develop a three-tier teacher licensure system in Michigan. This new certification and licensure system is expected to create a continuum of teacher development beginning with the formal professional preparation program and continuing throughout the entire career of the teacher. The system will encourage a seamless transition from one state of a teacher's development to the next by maintaining a coherent focus on specified expectations. The Professional Standards for Michigan Teachers, adopted by the Michigan State Board of Education, will be integral to assessing a teacher's professional growth and development. The certification and advancement also will be informed by evaluation results. Career ladders will be offered for teachers, providing increasing levels of responsibility, opportunity, and leadership within the teaching profession. The committee's work is influenced by the National Council for the Accreditation of Teacher Education guidelines for a three-phase continuum of teacher preparation and development.

To advance the work of the committee, three subcommittees have formed, and each is charged with developing a different level of certification:

- The **Provisional Certificate/Induction** subcommittee is charged with restructuring the provisional teaching certificate, which is the initial license in Michigan; recommending changes needed to strengthen the mentoring and induction that occurs during the first three years of teaching; and developing the process and forms for the employing school district to validate the growth of its teachers for recommendation for advancement to the standard certificate or renewal of the provisional certificate. The individual professional development plan will be an integral component of this level of certification.
- The **Standard/Advanced Certification** subcommittee is charged with developing the requirements for a new intermediate level of licensure (the standard certificate) and the advanced-level certification (the professional education certificate). This committee will develop a practice-based professional development plan that is a continuation of the individual professional development plan that addresses the teacher's content and/or pedagogical skills as the teacher works with students. It also will determine the academic/coursework requirements for advancement to the professional education certificate.
- The **Transition** subcommittee is examining the impact of moving to a three-tier system on the current system.

Currently, the three-tier licensure system applies only to teachers. Once in place, MDE will begin to identify the necessary stakeholders to design a similar system for administrators. Based on the Michigan's Race to the Top proposal, the certification and licensure system should be completed and implemented by the end of the 2010–11 school year.



## High School

**High School Redesign.** MDE continues to work toward the development of a strategic plan for high school redesign in Michigan. After reviewing strategic plans from other states, MDE's newly formed High School Unit, and members of MDE's High School Core Team, facilitated by Great Lakes East, agreed that Vermont's High Schools on the Move initiative provided the basis for a model Michigan can use to develop their redesign plan. On January 15, 2010, Bersheril Bailey, Great Lakes East senior consultant, and Reniero Araoz, MDE consultant and North Central Association liaison, cofacilitated a cross-walk meeting to ensure that Vermont's plan aligned to Michigan's School Improvement Framework. Doug Walker, Great Lakes East subcontractor from RMC Research Corporation, and Mark Coscarella, interim supervisor of MDE's Academic Support Unit, worked with representatives of the high school unit during the full-day cross-walk meeting.

**Alternative High Schools.** Members of MDE's Alternative Education Focus Group identified the area of serving students with disabilities as an area of concern and requested input from the MDE Office of Special Education and Early Intervention Services. During the November 12, 2009, focus-group meeting, Great Lakes East facilitated a discussion with Eleanor White, Ph.D., assistant director of the Office of Special Education and Early Intervention Services. The group had the opportunity to ask questions and to learn more about how to serve students with disabilities in alternative high schools. Great Lakes East shared the [\*IES Practice Guide on Dropout Prevention\*](#) recommendations with the Alternative Education Focus Group members during a follow-up meeting in December 2009. An electronic copy of the Practice Guide was provided to all members.

## Statewide System of Support

**Michigan's Statewide System of Support.** Great Lakes East continues to facilitate MDE's Pacesetter Academy Team monthly calls and distance learning sessions with the Center on Innovation & Improvement as they redesign the statewide system of support. To increase cross-office collaboration at MDE, three new members have been added to the team: Shirley Young, Office of Special Education and Early Intervention Services; Krista Ried, Office of Professional Preparation; and Chris Janzer, Office of Educational Assessment and Accountability.

The third distance learning session, hosted by the Center on Innovation & Improvement on January 20, 2010, focused on differentiation and the statewide system of support. The team learned about ways to measure and diagnose what levels of supports might be needed by different schools and how to ensure that the statewide system is operating in a way that effectively provides the needed supports to districts and schools. Great Lakes East also facilitated a review of the Center on Innovation & Improvement's evaluation rubric document.

On October 8, 2009, with the assistance of Program Specialist Jennifer Reed, Great Lakes East introduced MDE's Statewide System of Support Core Team to SharePoint, an online tool that the team will use to increase its communication and documentation efficiency. After gathering input from the core team, a demonstration site was developed. Core team members practiced using the site during the December 10, 2009, meeting and received additional training on January 14, 2010. The core team now will continue to use SharePoint to document its work, coordinate communication, and plan activities.

**English Language Learners.** The MDE English language learner (ELL) capacity-building effort, providing Sheltered Instruction Observation Protocol (SIOP) training of trainers, continues in Michigan and is led by



Great Lakes East subcontractor the Center for Applied Linguistics (CAL). There are two primary goals of this effort: (1) provide ongoing support and development of the first group of SIOP trainers (Cohort 1), and (2) initiate a second training of trainers (Cohort 2) beginning in summer 2010. To address the first goal, a second follow-up meeting was held on January 29–30, 2010, with Cohort 1 trainers focusing on clarifying the MDE statewide plan, developing and refining local rollout plans, and providing additional support for trainers, including SIOP resources and administrative strategies. The second goal—to develop Cohort 2 training of trainers and implement three regional SIOP training activities—is currently in the participant recruitment and planning phase.

Great Lakes East continues to facilitate ongoing cross-office ELL core team meetings. The January 19, 2010, meeting focused on inservice and preservice issues related to ELLs. Michael Guerrero, Ph.D., associate professor of bilingual education at the University of Texas–Pan American, presented a webinar to the cross-office team with a follow-up discussion. This topic will continue at the next ELL core team meeting in March. The cross-department participants will focus on language, literacy, and cultural dimensions that are a part of current and emerging teacher preservice and inservice professional development. Furthermore, it is anticipated that a detailed plan, consistent with the ELL strategic plan and reflecting cross-department interests within MDE, will be developed to address the growing specialized needs of ELL students and their teachers.

Recently, on February 8–9, 2010, a joint MDE ELL Advisory Committee meeting was held in East Lansing, Michigan. This joint committee of two MDE offices—the Office of Education Improvement and Innovation and the Office of Educational Assessment and Accountability—convenes with the support from Great Lakes East and CAL and works to provide additional ELL insight into the critical needs of these two offices. The meeting addressed several areas: an update of the revised *Five-Year ELL Strategic Plan*, the Michigan Student Data System, resources and needs of low ELL-incidence districts, and the revised structure of the committee. In addition, the team initiated a restructuring of the Advisory Committee into workgroups to plan in three major areas. These workgroups addressed several topics. The administration workgroup focused on revisiting preservice and inservice requirements related to ELLs in the state; the professional development workgroup identified emerging topics for the upcoming statewide ELL directors meeting; and the assessment workgroup provided feedback on recent revisions to MDE’s ELL assessment, the English Language Proficiency Assessment.

**Response to Intervention (RTI).** Great Lakes East continues to support RTI implementation efforts in partnership with MDE. In December 2009, representatives from MDE and a stakeholder leadership team, Great Lakes East, and Great Lakes East’s subcontractors the American Institutes for Research and RMC Research Corporation worked together to plan a statewide RTI conference to be held in spring 2010. The theme of the event will be “One Common Voice, One Plan,” and its primary purpose will be to integrate different perspectives and provide clarity for schools. It is anticipated that the conference will set the stage for continued implementation efforts through 2010–11. The goals for the conference include:

- To increase implementation of RTI as a strategy for improving student performance within the context of the MDE School Improvement Framework
- To provide an overview of the research/evidence base and national implementation efforts for RTI
- To create a common understanding of principles common to all RTI models
- To provide exemplars of different RTI models implemented throughout the state
- To solicit input from participants on technical assistance tools under development





On January 27, 2010, the Michigan RTI team met again and continued planning the statewide conference. In addition, they reviewed the cross-walk of RTI and the School Improvement Framework and made revisions. School improvement plans that included an RTI model and statewide RTI plans from other states were shared and discussed.



## OHIO

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### Assessment and Accountability

**Data Support Systems and the Ohio Improvement Process.** Ohio's Race to the Top planning and application process has led to a reexamination of some current initiatives supported by the Ohio Department of Education (ODE) and the Great Lakes East Comprehensive Center. These initiatives include the design of a data aggregation and visualization tool linked to the Data Driven Decisions for Academic Achievement (D3A2) data warehouse and the design of a collaborative assessment system responsive to the Ohio Improvement Process. At a joint ODE and Great Lakes East planning meeting on January 25, 2010, recommendations were made to proceed with both of these initiatives with some modification and consistent with plans included in the longitudinal data systems and standards and assessment sections as described in the Race to the Top application.

While these initiatives will require a longer timeline for completion, work continues on developing data supports for the Ohio Improvement Process, especially support for implementation and monitoring of the plan. The Implementation Management and Monitoring (IM/M) Tool enables building and district leadership teams to track student performance toward learning goals as well as fidelity of adult implementation of strategies and action steps by buildings and across the district. Currently, ODE is working with a vendor to ensure that this tool is designed to accommodate current building and district implementation and monitoring processes. Adding graphics capabilities to this tool would help address a recognized need from the field for some way to visualize the progress-monitoring data in order to help buildings and districts better recognize the trajectory of student performance on common assessments as well as better connect student performance with adult implementation.

ODE recognizes that IM/M training for building and district leadership teams needs to be ongoing and universally accessible; this need has led to opportunities for training on demand through the use of Elluminate sessions. In addition, Ohio Improvement Process facilitators will have multiple opportunities to practice using these tools during planned regional trainings this spring.

**Collaborative Assessment System Workgroup.** As described above, the collaborative assessment work will likely continue with some changes. One change will be to establish a common language based on a balanced assessment framework so that this work is consistently communicated and understood statewide and within ODE. In addition, the assessment system work should be situated within the assessment work envisioned in the Race to the Top application. This system touches on many aspects of future work in Ohio: the planned next phase of the performance assessment pilot project, implications for the next-generation assessment and accountability system, and assessments developed through the common consortia of states. Great Lakes East will collaborate with ODE's Center for School Improvement and Center for Curriculum and Assessment to try and move this work forward.



**Credit Flexibility Implementation.** Great Lakes East continues to support statewide implementation of credit flexibility in many ways under the leadership of Tori Cirks, Great Lakes East consultant. With support from Great Lakes East, ODE has established an internal credit flexibility workgroup for several purposes: to develop guidance from ODE to districts that is focused on addressing structural and policy challenges to implementation, to design communication strategies that support sharing of best practices across Ohio, and to ensure alignment with other ODE initiatives. This group has met several times in the recent months: December 4 and 18, January 8 and 21, and February 5.

Some of the more notable challenges that the internal workgroup is wrestling with include guidance regarding athletic eligibility for students earning credit outside the school, business rules related to attendance and implications for per-pupil funding based on attendance, highly qualified teacher guidance, and options that students might take to “test out” of a course and the implications that these options might have for districts and teachers. On January 22, 2010, representatives from ODE, Great Lakes East, and the National Comprehensive Center for Teacher Quality (TQ Center) discussed the implications of credit flexibility for students who learn from adults outside of the school system and who are not contracted with the school (therefore considered not “highly qualified” under the law). The TQ Center subsequently has provided guidance focused on provisions for highly qualified teachers to ODE.

Great Lakes East is collaborating with the National High School Center to identify states that have credit flexibility policies and are implementing aspects of credit flexibility. The two centers collaborated to design a structured interview process, and the National High School Center currently is scheduling structured interviews with key state education agency staff in Florida, Texas, and Massachusetts. (The interview with Oregon occurred on January 29.) These interviews will produce tangible, specific examples of implementation as well as overarching policy supports in place in those states. As a summary of these interviews, a report for ODE will be developed and will include appendices with links to resources and artifacts in the form of documents, rubrics, and assessments used by these states.

Another key aspect of support is the site visits and cases of promising Ohio districts—those districts that are already implementing some aspect of credit flexibility. Great Lakes East made five site visits: North Union Local School District, New Boston Local School District, Delaware Area Career Center, Granville Studio of Visual Arts (partnership with the Granville School District), and Metropolitan Cleveland Consortium for STEM High School (part of the Cleveland School District).

Great Lakes East also is collaborating with the IDEA Partnership to help ODE organize communities of practice and provide support through training. The purpose of these communities of practice is to leverage the experience and expertise of stakeholders to drive strategy, solve problems related to implementation, promote the spread of best practices, and develop professional skills. At the February 5 Credit Flexibility workgroup meeting, Joanne Cashman from the IDEA Partnership presented a webinar to communicate more about communities of practice and how they might be structured.

**Ohio Performance Assessments and International Assessment and Accountability Systems.** Nick Pinchok, senior consultant from Great Lakes East, completed a technical report entitled [\*A Brief on Performance-Based Assessment Technical Considerations From an International Perspective\*](#). He collaborated with an international network to produce this comparative study from several countries: New Zealand, Hong Kong (China), Finland, Queensland (Australia), Victoria (Australia), Cambridge Assessments (United Kingdom), Norway, and



Scotland. Pinchok presented findings from the brief on January 21, 2010, before the technical advisory committee established by ODE as part of the performance assessment pilot project. This technical brief and the determinations of the technical advisory committee will be used by ODE to defend the use of performance assessments as these assessments become part of a redesigned assessment and accountability system in Ohio.

## State Systems of Support

The following quotes are evidence that the Ohio Improvement Process is not just a stand-alone initiative but that it is closely connected and supported through a state system of support and that its systemic nature is dependent upon the broad implementation of leadership practices:

Ohio's State System of Support ... is being designed to build the capacity at all levels (i.e., state, regional, district, and school) to continuously improve instructional practice and performance through the use of a structured four-stage process (the Ohio Improvement Process) that relies on a connected set of tools that are accessible and applicable to all districts and schools. Leadership, defined as a set of essential practices that must be implemented collectively across the system, provides a foundation for the [Ohio Improvement Process] by clarifying leadership roles/responsibilities at the district and school level and validating leadership team structures needed for quality planning, implementation, and ongoing monitoring on a system-wide basis (Performance Agreement for Ohio's State Support Teams, 2009–10).

In turn, the [Ohio Improvement Process] provides an effective mechanism for enacting the Ohio Leadership Development Framework (Ohio Leadership Advisory Council, 2008).

Building capacity at all levels of the system—state, region, district, and building—to support and sustain the improvement process defines much of the collaborative ODE and Great Lakes East work in Year 5. A tangible demonstration of building capacity is the systematic efforts to transition from centralized training of state support teams and educational service center staff (organized by ODE with support from Great Lakes East) to regionally based training (organized and led by state-level design team members). Great Lakes East continues to provide strong support through facilitation and technical assistance to the state-level design team. Another example of building capacity to facilitate and sustain this improvement process is a focus on training internal (district) facilitators who can assume more responsibility as the external facilitators release some of their responsibility for facilitation.

Challenges to building a sustainable, systemic, and quality state system of support remain. Strategies and plans to meet these challenges have been developed by the state-level design team with support from ODE and Great Lakes East. Some of the primary challenges include inconsistency in content and delivery of facilitator training from region to region, lack of a quality assurance process for both materials and training, structural and behavioral norms that hinder districts from moving beyond planning to implementation and monitoring, lack of an articulated strong principal role within the leadership structures supported through this process, and unevenness in the level of understanding about the process across Ohio.

**State-Level Design Team Cadre Work.** As noted in the [fall 2009 Great Lakes East e-newsletter](#), the work of the state-level design team has been organized around three significant areas of work: Stage 4 evaluation of impact of the plan and process as well as state system of support, facilitator competencies and skills, and internal and external facilitator training. The state-level design team met on November 10–11 and December 8–9, 2009, and January 6–7 and February 2–3, 2010. These meetings resulted in the following accomplishments:



- **Stage 4 Cadre.** This cadre now has articulated a framework for evaluation of the impact of the plan on student performance and adult implementation. It also has outlined a process for evaluation of the improvement process and the role of leadership structures (district leadership teams, building leadership teams, and teacher-based teams) and has begun to describe what that process might look like. The other aspect of this work is evaluating the overall health of the state system of support; an introductory piece describing what this means has been written.
- **Facilitator Competencies Cadre.** This cadre has developed a draft set of facilitator competencies and skills needed by both external and internal facilitators of the Ohio Improvement Process. In addition, it has designed protocols and processes that can be used to measure or provide evidence of growth in developing these competencies and skills. These protocols and processes will be used by regional managers and others for the purpose of recruitment, informing regional decisions, professional development design, and quality assurance of the statewide system of support.
- **Internal and External Facilitator Development Cadre.** This cadre has been extremely busy designing the structure and delivery of multiple regional training sessions for both external and internal facilitators as well as teacher-based teams. A part of this cadre is focused on producing online video modules that will offer ongoing training, especially for new people coming into this work. This cadre, under the leadership of Sheryl Poggi, Great Lakes East consultant, also has developed a teacher-based team guide that will be folded into the existing *Ohio Improvement Process Facilitator Guide*. In addition, this cadre designed and delivered the first teacher-based team training held on January 29, 2010. Another teacher-based team training is scheduled for April 19, 2010.





## In the News

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

### INDIANA

**Bennett Praises Corporations for Leadership in Reducing Budgets**—Indiana Department of Education, February 11, 2010

<http://www.doe.in.gov/news/2010/02-February/BennettPraisesCorporations.html>

“Superintendent of Public Instruction Dr. Tony Bennett contacted leadership from three Indiana school districts—Evansville Vanderburg School Corp., Bartholomew Consolidated School Corp., and Lebanon Community Schools—to commend them for their successful efforts to cut budgets without compromising classroom instruction.”

**Fast Forward Initiative Takes Off**—Indiana Department of Education, February 10, 2010

<http://www.doe.in.gov/news/2010/02-February/FastForwardGM.html>

“Dr. Tony Bennett proudly announced ... the Indiana Department of Education’s (IDOE) creation of the Indiana Growth Model. The model, detailed within the *Fast Forward* plan, will allow Indiana schools to keep score on student progress and provide meaningful data to drive curriculum and classroom instruction.”

**State Revamps How Schools Are Evaluated**—*Indianapolis Star*, February 10, 2010

<http://www.indystar.com/article/20100210/NEWS05/2100399/State-to-explain-new-school-rating-system>

“The state has adopted a new way of evaluating test scores that looks not only at how many students pass the ISTEP tests but also how those students did compared to their own past performance and compared to other students at similar levels statewide.”

**Summit Aims to Improve Science Instruction and Achievement**—Indiana Department of Education, February 3, 2010

<http://www.doe.in.gov/news/2010/02-February/ScienceSummit.html>

“The Indiana Department of Education (IDOE), in collaboration with Eli Lilly and Company, BioCrossroads, and the Indiana Science Technology Engineering and Mathematics (I-STEM) Resource Network, ... held the first Indiana Science Summit at Lilly’s Corporate Center. The event brought together industry, education and community stakeholders and experts to highlight the significant gap between Indiana’s economic dependency on science-related industry and students’ academic achievement.”

**Indiana Submits \$500 Million Race to the Top Application**—Indiana Department of Education, January 20, 2010

<http://www.doe.in.gov/news/2010/01-January/RttTApplication.html>

“The \$500 million reform plan outlined within the application aims to drastically improve students’ academic achievement and growth.... The plan outlined in Indiana’s 126-page application, called *Fast Forward*, targets the four reform areas identified by Race to the Top.”

**Indiana Graduation Rate Improves**—Indiana Department of Education, January 8, 2010

<http://www.doe.in.gov/news/2010/01-January/GraduationRateImproves.html>

“Indiana’s graduation rate improved to 81.5 percent in the 2008–2009 school year, increasing 3.7 percent over last year. In addition, 101 schools reached 90 percent or more of their students graduating in four years, a goal at the forefront of Dr. Tony Bennett’s vision since he took office in January of 2009.”



## **New Rules Will Give Hoosier Students More Knowledgeable Teachers**—Indiana Department of Education, January 7, 2010

<http://www.doe.in.gov/news/2010/01-January/NewRulesKnowledgeableTeachers.html>

“In addition to passing exams that test their knowledge, the new rules require those who teach grades 5–12 to earn baccalaureate degrees in the subjects they teach. This creates a better balance in teacher preparatory programs between coursework on how to teach and subject-specific training on what they will teach.”



## **MICHIGAN**

### **Test Scores Spur State to Consider New Standards**—*Free Press*, February 7, 2010

<http://www.freep.com/article/20100207/NEWS05/2070505/1322/Test-scores-spur-state-to-consider-new-standards>

“The state has been lauded for its strong standards and the tough graduation requirements it enacted in 2006. But there is growing concern about student achievement.”

### **Graduate to a Smarter State**—*Free Press*, January 31, 2010

<http://www.freep.com/article/20100131/OPINION01/1310431/Graduate-to-a-smarter-state>

“The charts on today’s editorial page tell a story. It’s an important story, and some would argue it’s the only story you need to understand what has happened to Michigan in the last two generations ... nowhere has the impact of this strengthening correlation between educational achievement and income been so devastatingly clear as in [Michigan].”

### **State Superintendent’s Podcast: The Straight Line**—Michigan Department of Education, January 20, 2010

[http://michigan.gov/mde/0,1607,7-140-37818\\_45256-230033--,00.html](http://michigan.gov/mde/0,1607,7-140-37818_45256-230033--,00.html)

“With Michigan’s federal Race to the Top grant application now submitted to the Education Secretary Arne Duncan, state Superintendent Mike Flanagan highlights some key components that will put Michigan’s application at a competitive edge nationally, and sets straight some of the misinformation that was spread about the development of its bold, innovative, and revolutionary education reforms.”

### **State Receives Over 700 Memos Supporting Race to the Top Plan**—Michigan Department of Education, January 10, 2010

[http://michigan.gov/mde/0,1607,7-140-37818\\_34785-229430--,00.html](http://michigan.gov/mde/0,1607,7-140-37818_34785-229430--,00.html)

“A preliminary count shows that the Michigan Department of Education (MDE) has received 703 Memoranda of Understanding (MOUs) from local school districts and charter schools to participate in the state’s federal Race to the Top application.”



## **OHIO**

### **High-School Credit Can Soon Be Earned Outside Class**—*Columbus Dispatch*, February 8, 2010

[http://www.dispatchpolitics.com/live/content/local\\_news/stories/2010/02/08/copy/flex\\_credit.ART\\_ART\\_02-08-10\\_B1\\_QOGHHNR.html?adsec=politics&sid=101](http://www.dispatchpolitics.com/live/content/local_news/stories/2010/02/08/copy/flex_credit.ART_ART_02-08-10_B1_QOGHHNR.html?adsec=politics&sid=101)

“Under Senate Bill 311, high-school students will be able to earn credits by completing coursework; pursuing an educational option such as a senior project, internship or college classes; or demonstrating mastery of a subject through end-of-course exams or performance-based assessments.... This month, state officials plan to release a list of case studies from Ohio schools that best exemplify the spirit of the policy.”



## **Ohio Submits Race to the Top Application**—Ohio Department of Education, January 20, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=437114787816266537>

“[Ohio’s] application showcases the progress that we’ve already made through our sweeping education reform plan and outlines how federal funding will help accelerate our efforts. We’ve made a major commitment to Ohio schools because we believe that providing every Ohio child with high-quality educational opportunities will better prepare them for jobs and for life. Winning Race to the Top funds will take our schools to the next level.”

## **Education Week Report Ranks Ohio 5th in Nation**—Ohio Department of Education, January 14, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=844522933114759299>

“Ohio’s overall all grade was a “B-minus.” Maryland, New York, Massachusetts and Virginia make up the remainder of the top five.... Ohio continues to make steady progress, as this is the third straight year Ohio has gained ground in the annual Quality Counts report. Previously, Ohio ranked seventh in 2008 and sixth in 2009.”

## **State Superintendent of Public Instruction Deborah Delisle’s Statement on NCATE Recommendations for Clinical-Based Approach to Teacher Preparation**—Ohio Department of Education, January 6, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=353687737611541563>

“Ensuring students have access to effective teachers is a major pillar of the education reforms outlined in H.B. 1. The Department is working collaboratively with the Board of Regents to ensure that teachers are well prepared to meet the many needs of Ohio’s students. We have already started work on establishing a teacher residency program, which will offer the type of mentoring and support that the National Council for the Accreditation of Teacher Education is recommending.”



## ELSEWHERE IN THE NATION

### Recent Education News

#### **Teacher Learning: Sine Qua Non of School Innovation**—*Education Week*, February 17, 2010

<http://www.edweek.org/ew/articles/2010/02/17/22hirsh.h29.html?tkn=TRXFoETgkr0nT5VSgo%2B1JCbvV1Lm9LtvIb3D&cmp=clp-edweek>

“It is not enough to bring new talent into the classroom or reward high performers. Innovation that leads to continuing cycles of improvement will begin on a large scale only when teachers learn together and work collaboratively, using readily available data and pooling their collective expertise to address problems.”

#### **In National First, Kentucky Adopts Common Standards**—*Education Week*, February 11, 2010

[http://www.edweek.org/ew/articles/2010/02/11/22kentucky\\_ep.h29.html?tkn=UQSFm6k%2B8gTslw35PZWbTAb%2B%2B61a6Wy1bCFR&cmp=clp-edweek](http://www.edweek.org/ew/articles/2010/02/11/22kentucky_ep.h29.html?tkn=UQSFm6k%2B8gTslw35PZWbTAb%2B%2B61a6Wy1bCFR&cmp=clp-edweek)

“Kentucky ... became the first state to adopt common academic standards that were drafted as part of a nationwide initiative to establish a widely shared and ambitious vision of student learning.”

#### **Work Begins on “Next Generation” of Science Standards**—*Education Week*, February 9, 2010

<http://www.edweek.org/ew/articles/2010/02/10/21science.h29.html?tkn=VXTFdP9avjgy6a4bzwO7BbZgv%2BwxdFWeStGd>

“A national effort is getting under way to craft a set of ‘next generation’ science standards for elementary and secondary education that are intended to reshape the focus and delivery of instruction across U.S. schools.”

#### **Debate Heats Up Over Replacing AYP Metric in ESEA**—*Education Week*, February 5, 2010

[http://www.edweek.org/ew/articles/2010/02/05/21eseaweb\\_ep.h29.html?tkn=YPBFhGWNTzYU91BMRs%2FoM1d3WFB1Qjnn5%2FOE](http://www.edweek.org/ew/articles/2010/02/05/21eseaweb_ep.h29.html?tkn=YPBFhGWNTzYU91BMRs%2FoM1d3WFB1Qjnn5%2FOE)



Winter 2010

“The Obama administration’s proposal to revamp the signature yardstick used to measure schools’ progress under the Elementary and Secondary Education Act is being seen as a bold step toward revising a key feature of the law, even as questions loom about how a new system would work.”

## **President’s Education Budget Signals Bold Changes for ESEA—U.S. Department of Education, February 1, 2010**

<http://www2.ed.gov/news/pressreleases/2010/02/02012010.html>

“President Obama’s 2011 education budget signals a bold new direction for federal K–12 education policy with more competitive funding, more flexibility and a focus on the reforms likely to have the greatest impact on student success.”

## **Using Technology and Personal Touch, Department of Education Opens Government—U.S. Department of Education, December 9, 2009**

<http://www.ed.gov/news/pressreleases/2009/12/12092009.html>

“Secretary of Education Arne Duncan and the U.S. Department of Education have embraced President Obama’s vision of an open government. The secretary has travelled the country to listen to people’s ideas for education reform, and the department is using technology to provide the public with data to track federal spending and to evaluate colleges and universities.”

## **American Recovery and Reinvestment Act**

### **Schools Stuck at Bottom Target of \$3 Billion Push—*Education Week*, February 5, 2010**

[http://www.edweek.org/ew/articles/2010/02/10/21mtr\\_stim-turnaround.h29.html?tkn=VZVFpnPHV%2F39jSktl3HC%2BlcuQzbfNQFmYG3n&cmp=clp-edweek](http://www.edweek.org/ew/articles/2010/02/10/21mtr_stim-turnaround.h29.html?tkn=VZVFpnPHV%2F39jSktl3HC%2BlcuQzbfNQFmYG3n&cmp=clp-edweek)

“The infusion of federal money is intended to supercharge state and district efforts to overhaul their worst-performing schools under a new set of Title I School Improvement Grants. An additional \$546 million for the grants has been appropriated for fiscal years 2009 and 2010, and some states will also secure varying amounts of aid for school turnaround efforts under the \$4 billion Race to the Top grant competition.”

### **Recovery Act Recipients Report Funding Continues to Support Over 300,000 Education Jobs—U.S. Department of Education, February 1, 2010**

<http://www2.ed.gov/news/pressreleases/2010/02/02012010a.html>

“For the quarter ending Dec. 31, 2009, grant recipients reported over 300,000 education jobs, such as teachers, principals, librarians, and counselors. In total, the Department of Education funding supported approximately 400,000 positions including corrections officers, public health personnel, and construction workers.”

### **40 States, D.C., Submit Applications in Phase 1 Race to the Top Competition—U.S. Department of Education, January 19, 2010**

<http://www2.ed.gov/news/pressreleases/2010/01/01192010.html>

“Today the Department of Education announced that 40 states and the District of Columbia submitted applications to be considered for Phase 1 of the Race to the Top competition.... A second round of applications from states will be due in June 2010, with winners expected in September. States that apply, but do not win in Phase 1, may reapply for Phase 2.”

### **Duncan Calls on State Legislators to Lift Barriers to Reform—U.S. Department of Education, December 10, 2009**

<http://www.ed.gov/news/pressreleases/2009/12/12102009a.html>

“Secretary of Education Arne Duncan urged state legislators to become leaders of the school reform movement and urged them to carefully review their education codes to identify places where state law is impeding reform.”

### **Applications Now Available for \$3.5 Billion in Title I School Improvement Grants to Turn Around Nation’s Lowest Achieving Public Schools—U.S. Department of Education, December 3, 2009**

<http://www.ed.gov/news/pressreleases/2009/12/12032009a.html>



“U.S. Secretary of Education Arne Duncan announced the final requirements for \$3.5 billion in Title I School Improvement grants to turn around the nation’s lowest performing schools. The applications are now available at <http://www.ed.gov/programs/sif/applicant.html> and are due into the Department of Education by Feb. 8, 2010.”

**Report Says Stimulus Preserved Education Jobs**—*Washington Post*, October 20, 2009

<http://www.washingtonpost.com/wp-dyn/content/article/2009/10/19/AR2009101901593.html>

“Federal economic recovery aid has created or saved 250,000 education jobs, the Obama administration announced Monday, although states and school systems continue to face enormous fiscal pressures.”

**Full report *Educational Impact of the American Recovery and Reinvestment Act* available at:**

[http://www.whitehouse.gov/assets/documents/DPC\\_Education\\_Report.pdf](http://www.whitehouse.gov/assets/documents/DPC_Education_Report.pdf)





## Resources

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

**The Nation's Report Card: Trial Urban District Assessment Mathematics 2009**—National Center for Education Statistics, December 2009

<http://nces.ed.gov/nationsreportcard/pubs/dst2009/2010452.asp>

“Results from the 2009 NAEP Trial Urban District Assessment (TUDA) make it possible to compare the performance of students in urban districts to public school students in the nation and large cities (i.e., cities with populations of 250,000 or more). Changes in students’ performance over time can also be seen for those districts that participated in earlier assessments.”

**Taking Human Capital Seriously: Talented Teachers in Every Classroom, Talented Principals in Every School**—Strategic Management of Human Capital in Education Project, November 2009

<http://www.smhc-cpre.org/download/87/>

“In this document, there are six broad SMHC [Strategic Management of Human Capital] principles and 20 state and local recommendations.”

**Leaders and Laggards: A State-by-State Report Card on Educational Innovation**—Center for American Progress, November 2009

[http://www.americanprogress.org/issues/2009/11/pdf/leaders\\_and\\_laggards.pdf](http://www.americanprogress.org/issues/2009/11/pdf/leaders_and_laggards.pdf)

“Two years ago, the U.S. Chamber of Commerce, the Center for American Progress, and Frederick M. Hess of the American Enterprise Institute came together to grade the states on school performance. In that first *Leaders and Laggards* report, we found much to applaud but even more that requires urgent improvement. In this follow-up report, we turn our attention to the future, looking not at how states are performing today, but at what they are doing to prepare themselves for the challenges that lie ahead.”

**Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness and School Turnarounds**—New Leaders for New Schools, 2009

[http://www.nlms.org/documents/uef/principal\\_effectiveness\\_nlms.pdf](http://www.nlms.org/documents/uef/principal_effectiveness_nlms.pdf)

“In increasing numbers of individual schools across the country, a new kind of principalship is taking hold and producing well-documented breakthrough results for children. This report uses findings from these schools and principals to inform a new definition of principal effectiveness. It makes recommendations for school leadership policies geared toward dramatically increasing the number of successful principals. These recommendations will contribute substantially to scalable improvements in both teacher effectiveness and the ability to turn around the nation’s lowest-achieving schools.”

**Evaluating the Statewide System of Support**—Center on Innovation & Improvement, 2009

[http://www.centerii.org/survey/downloads/Evaluating\\_the\\_SSOS.pdf](http://www.centerii.org/survey/downloads/Evaluating_the_SSOS.pdf)

“The past few years have been a time of rapid evolution in statewide systems of support, and many states are now poised to establish internal mechanisms for ongoing, formative evaluation of their systems and to engage consultants in periodic, external evaluations. To assist with evaluation, formative and summative, internal and external, the Center on Innovation & Improvement (CII) offers this guide, based on rubrics aligned with the framework presented in CII’s *Handbook on Statewide Systems of Support* (Redding & Walberg, 2008).”

**Exploring the Pathway to Rapid District Improvement**—Center on Innovation & Improvement, 2009

[http://www.centerii.org/survey/downloads/Exploring\\_the\\_Pathway\\_to\\_Rapid\\_District\\_Improvement.pdf](http://www.centerii.org/survey/downloads/Exploring_the_Pathway_to_Rapid_District_Improvement.pdf)

“The purpose of this report is to describe a *Framework for District Capacity Building and Improvement* and, through the use of two illustrative case stories, explore how districts can engage in rapid and sustainable improvement efforts.”



## **Mapping State Proficiency Standards Onto NAEP Scales: 2005–2007**—National Center for Education Statistics, October 2009

<http://nces.ed.gov/nationsreportcard/pubs/studies/2010456.asp>

“This report presents mapping results using the 2005 and 2007 NAEP assessments in mathematics and reading for grades 4 and 8.”

## **Succeeding With English Language Learners: Lessons Learned from the Great City Schools**—Council of the Great City Schools, October 2009

[http://www.cgcs.org/publications/ELL\\_Report09.pdf](http://www.cgcs.org/publications/ELL_Report09.pdf)

“This study takes a different direction by asking a series of new questions: Are some school districts making progress in teaching ELLs? If so, what are these districts doing that others are not?... To address this need, the Council sought to explore the experiences of large, urban districts with differing levels of success in raising ELL student achievement to shed light on potential strategies for ELL reform.”

## **Gaining Ground on High School Graduation Rates in SREB States: Milestones and Guideposts**—Southern Regional Education Board, 2009

[http://publications.sreb.org/2009/09E06\\_Gaining\\_Ground.pdf](http://publications.sreb.org/2009/09E06_Gaining_Ground.pdf)

“Today, the trend has reversed. Policy-makers and education leaders have much more detailed information about student progress through high school. This information can help you develop policies that ensure more students stay in school and graduate. The information shows where more work is needed. This is especially true in the region’s most troubled high schools. Lower graduation rates of black and Hispanic students and of the region’s males also need more attention. Dropouts remain one of the SREB region’s most important challenges.”

## **The Leadership Picture**—*Educational Leadership*, October 2009

[http://www.ascd.org/publications/educational\\_leadership/oct09/vol67/num02/The\\_Leadership\\_Picture.aspx](http://www.ascd.org/publications/educational_leadership/oct09/vol67/num02/The_Leadership_Picture.aspx)

“This issue of *Educational Leadership* is all about developing effective school leadership. It is a subject that is easier to talk about in the abstract than to accomplish in reality. Our authors look at what research, practice, and informed opinion point to as characteristic of effective leadership.”

## **America’s Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms**—National Comprehensive Center for Teacher Quality, October 2009

<http://www.tqsource.org/publications/2009TQBiennialReport.php>

“Written in collaboration with experts in the field and staff from regional comprehensive centers and state education agencies, the second biennial report of the National Comprehensive Center for Teacher Quality synthesizes the emerging research base on teacher effectiveness and equitable distribution of K–12 teachers. This research base reinforces the federal focus on ensuring highly effective teachers for all students.”

## **Impacts of School Organizational Restructuring into a Collaborative Setting on the Nature of Emerging Forms of Collegiality**—*International Journal of Education Policy and Leadership*, October 5, 2009

<http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/159/79>

“This case study tells the story of an elementary school staff on the west coast of Canada that decided to address their perceived problem of teacher isolation by transforming the internal organization of their school into a collaborative environment designed to foster collegial practices among themselves. The main guiding question of this study was: can a collaborative organizational structure facilitate and sustain a level of collegiality in which people feel safe from attack, where difficult questions are addressed, and where the status quo can be safely challenged?”



## Calendar of Events

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

### FEBRUARY 2010

<b>Date:</b>	February 17–19	<b>Topic:</b>	<a href="#">Wisconsin Transition Conference</a>
<b>Location:</b>	Wisconsin Dells, WI	<b>Audience:</b>	Educators, parents, and students
<b>Format:</b>	Conference	<b>Sponsor:</b>	CESA #11
<b>Date:</b>	February 23–24	<b>Topic:</b>	<a href="#">Illinois New Teacher Collaborative Induction and Mentoring Conference</a>
<b>Location:</b>	Springfield, IL	<b>Audience:</b>	Educators
<b>Format:</b>	Conference	<b>Sponsors:</b>	State Farm Companies Foundation; College of Education, University of Illinois, Urbana-Champaign; Illinois State Board of Education
<b>Date:</b>	February 26	<b>Topic:</b>	<a href="#">Writing Better Grant Proposals: Strengthening Your Proposal Through Research and Evaluation</a>
<b>Location:</b>	Online	<b>Audience:</b>	Staff working on grant proposals
<b>Format:</b>	Web conference	<b>Sponsor:</b>	Appalachia Regional Comprehensive Center

### MARCH 2010

<b>Dates:</b>	March 6–8	<b>Topic:</b>	<a href="#">ASCD Annual Conference “Critical Transformations”</a>
<b>Location:</b>	San Antonio, TX	<b>Audience:</b>	ASCD members, curriculum specialists, and school and district teams
<b>Format:</b>	Conference	<b>Sponsor:</b>	ASCD
<b>Dates:</b>	March 8–10	<b>Topic:</b>	<a href="#">National Policy Seminar</a>
<b>Location:</b>	Arlington, VA	<b>Audience:</b>	Administrators, counselors, researchers, state policymakers, teachers, students, community members, and teacher educators
<b>Format:</b>	Conference	<b>Sponsor:</b>	Association for Career and Technical Education
<b>Dates:</b>	March 18–21	<b>Topic:</b>	<a href="#">NSTA’s 58th National Conference on Science Education</a>
<b>Location:</b>	Philadelphia, PA	<b>Audience:</b>	Science educators
<b>Format:</b>	Conference	<b>Sponsor:</b>	National Science Teachers Association
<b>Dates:</b>	March 20–23	<b>Topic:</b>	<a href="#">Legislative/Policy Conference</a>
<b>Location:</b>	Washington, DC	<b>Audience:</b>	Administrators
<b>Format:</b>	Conference	<b>Sponsor:</b>	Council of the Great City Schools



## APRIL 2010

**Dates:** Apr. 7–9, 2010  
**Location:** Philadelphia, PA  
**Format:** Workshop

**Topic:** [Coalition for Community Schools 2010 National Forum](#)  
**Audience:** Administrators, Researchers, School Board Members, State Policymakers, Teachers, Students, Parents, Community Members, School Nurses, Teacher-Educators  
**Sponsor:** Institute for Educational Leadership

**Dates:** Apr. 8–11, 2010  
**Location:** Houston, TX  
**Format:** Convention

**Topic:** [89th Annual Convention and Exposition](#)  
**Audience:** Teacher-Educators  
**Sponsor:** National Association of Elementary School Principals

**Dates:** Apr. 9–12, 2010  
**Location:** Chicago, IL  
**Format:** Conference

**Topic:** [NSBA 2010 Annual Conference](#)  
**Audience:** Administrators, School Board Members, Teachers, Students, Community Members, Reading Specialists, Technology Personnel  
**Sponsor:** National School Boards Association

**Dates:** Apr. 27–29, 2010  
**Location:** Tucson, AZ  
**Format:** Workshop

**Topic:** [ASCD Spring Institute](#)  
**Audience:** Administrators, Teachers, Teacher-Educators  
**Sponsor:** Association for Supervision and Curriculum Development

## UPCOMING EVENTS

**Date:** May 5–6  
**Location:** Lisle, IL  
**Format:** Institute

**Topic:** [Localizing the Common Core Standards](#)  
**Audience:** State leadership teams, district leadership teams, administrators, school board members, and intermediate agency staff  
**Sponsors:** Learning Point Associates; CCSSO

**Date:** November 3–6  
**Location:** Chicago, IL  
**Format:** Conference

**Topic:** [Midwest Regional Conference on Closing the Achievement Gap](#)  
**Audience:** Educators, superintendents, student services support staff, and Title 1 teachers and leaders  
**Sponsor:** University of Wisconsin–Green Bay

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