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Biologist and Former Dean Ramon Joins SEDL Board of Directors

With more years of his professional life dedicated to education than SEDL has existed, the newest member of the SEDL Board of Directors plans to contribute to SEDL's work by doing more of what he has found so interesting and fulfilling in his life—promoting student achievement.

From instructor to professor, and from department head to dean, Serafin Ramon, Ph.D., of Goodwell, Oklahoma, has been associated with education for more than 40 years. A former head of the Department of Biology and Science and, most recently, dean of the School of Science, Mathematics, and Nursing at Oklahoma Panhandle State University in Goodwell, Ramon's training as a cytobiologist and his work with basic and applied science make him unique among SEDL board members.

As an instructor and professor of science, he is familiar with SEDL's work, specifically the materials produced by the SEDL Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST). "My knowledge of SEDL has been through the work SCIMAST has done over the years," Ramon said. "I've always been interested in education, although my experience has mostly been at the college level."

Modesty aside, Ramon is no stranger to basic education. Having served as a school



Serafin Ramon

board member of a K-12 district, he helped shape and implement district-level policy in Goodwell. During his 20-year tenure as a school board member, he was elected to the Oklahoma State School Boards Association, serving in all offices of the association, including president and vice president.

As a member of the SEDL board, Ramon plans to help influence SEDL's work with

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BOARD OF DIRECTORS

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Ramon, continued

public schools, specifically in the area of curriculum and professional development. "First, I want to get a feel for SEDL's operation," he explained. "I have a particular interest in curriculum development since this is what guides all teaching."

Ramon's experience and knowledge of different levels of the education system will be an advantage to SEDL's board, and his Kickapoo Indian-Hispanic ethnic background will add to SEDL's understanding of the diversity and needs of our region.

"Dr. Ramon's achievements in the educational field certainly are assets to our organiza-

tion," said SEDL chief executive officer and president Wes Hoover. "Clearly our institution will benefit from the different perspectives he brings to the board, his knowledge of science and education, and his leadership in community service organizations."

Ramon earned his bachelor's degree in biology from Oklahoma Panhandle State University and his master's in botany from the University of New Mexico in Albuquerque. He earned a doctorate in botany-cytogenetics from the University of Kansas in Lawrence. The recently retired dean is married and has three children and five grandchildren. ■

SECAC Partners with Zoo School

The Southeast Comprehensive Assistance Center (SECAC) is collaborating with the Audubon Zoo's School Educational Enhancement Project in New Orleans to develop the African Savanna School, an hourlong science class for first- and second-grade students.

African Savanna School will be piloted at Audubon Zoo next school year in the African Savanna Exhibit. Audubon Zoo already offers two Zoo School programs, Swamp School for grades 3 and 4 and Jungle School for grades 5 and 6.

As part of the project, SECAC and Audubon Zoo's Education Department convened a group of Greater New Orleans-area educators in July to examine the Zoo School program and to create standards-based lesson plans and activities for African Savanna School. The group also discussed Audubon Zoo's other educational programs, resources, and exhibits.

SEDL program specialist John Hanley and Audubon Zoo school services manager Larisa Diephuis coordinated the project. Program manager Marie Kaigler, program associate Carolyn Clausen, and program specialist Dallas Picou also worked on the project. Other Audubon Zoo staff who participated in developing the African Savanna Exhibit include Ann Rabin, education and volunteer director, and Ketha Smallpage and Carol Hester, both zoo educators. For more information, contact Hanley at 800-644-8671, or jhanley@sedl.org, or call Rabin at 504-861-5103. ■



New Orleans-area educators participating in the Zoo School Educational Enhancement Project went behind the scenes at Audubon Zoo to learn about animals of the African Savanna in July. SECAC and Audubon Zoo collaborated on the project to develop a new Zoo School program for first- and second-grade students.

SEDL products

SCIMAST and NCDDR Resources Available

SEDL develops resources for policy makers and practitioners. Many of these resources are free and available from SEDL's online catalog at www.sedl.org/resources or by calling the SEDL publications department at 800-476-6861.

The Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST) released the September 2002 issue of *Classroom Compass*, which focuses on the challenging problem of teaching and learning meaningful mathematics and science content. With the cover story, "Getting to the Heart of the (Subject) Matter," this issue is available online at www.sedl.org/scimath/compass/welcome.html.

SEDL's National Center for the Dissemination of Disability Research

published issue 7.2 of *The Research Exchange* newsletter,

which examines dissemination of disability research information and outreach to persons with disabilities living in rural and remote communities. The experiences

of selected National Institute on Disability and Rehabilitation Research grantees' work with rural populations are presented in the newsletter, which is available online at www.ncddr.org/du/researchexchange/v07n02/. ■



REL Unveils New Web Site

SEDL's new Regional Educational Laboratory (REL) Web site contains information to assist educators, parents, and policy makers in locating resources to improve student achievement. The Web site, at www.sedl.org/rel, uses drop-down menus to guide visitors through the following sections.

- "Improving Student Reading & Math" offers a map of REL intensive work sites,

summaries of REL fieldwork, and links to SEDL's reading and mathematics resources.

- "Policy Research" includes information on the REL's study of local and state-level resource allocation practices and their effects on student achievement as well as listings of policy resources and networking events, such as SEDL's annual policy forum.
- "School, Family & Community," home to SEDL's National Center for Family and Community Connections with Schools, houses school-family-community resources, the center's calendar of events, and information on SEDL's partnership and training to support high-quality after-school programs. ■



SEDL *in the field*

“SEDL in the Field” describes the goals of major SEDL projects and programs. This section features SEDL work with teachers, administrators, policy makers, researchers, and community members to improve practice.

Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST)

One of 10 science and mathematics consortia funded by the U.S. Department of Education, SEDL’s SCIMAST shares and creates resources and makes them available to schools. Since 1992, SCIMAST has supported meaningful reform of mathematics and science education in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas through intensive, long-term professional development and teaching assistance, networking that brings together people across the education system to address common goals, and provision of information and resources through access centers (www.sedl.org/scimast/accesscenters) and other sources.

SCIMAST Professional Development

Arkansas

- Program specialist **Como Molina** and program associate **Maria Torres** delivered a middle school mathematics summer academy to teachers in **Little Rock** on July 15–19.

Louisiana

- **Molina** and **Torres** conducted a middle school mathematics summer academy in **New Orleans** on July 8–12.

Oklahoma

- With Northeastern State University faculty, program specialist **Nikki Hanegan** facilitated a SCIMAST summer science academy, “A Nature Adventure in the Ozarks,” for secondary teachers in **Tablequah** on July 8–12.



Craig Clifford, dean of Natural Sciences at Northeastern State University (NSU) in Tahlequah, OK, and Jessica Broussard, a middle school teacher from Houston, inspect one of the many insects Broussard caught in her sweep through a field at J. T. Nickel Preserve near Tahlequah on July 8–12. Broussard was one of six secondary teachers who participated in SCIMAST’s “A Nature Adventure in the Ozarks.” Led by Clifford and SEDL program specialist Nikki Hanegan, the group of teachers spent part of the weeklong academy at the preserve, which is operated by the Nature Conservancy, collecting data on plants, insects, and birds and discussing the interdependence of nature and biodiversity in the area. When not studying on the preserve, participants spent time in labs at NSU identifying specimens, discussing and designing experiments to conduct with their students, and making long-range plans to use what they learned at the academy.

Texas

- Along with faculty from The University of Texas at Austin, **Hanegan** facilitated a summer science academy, “Finding Diversity in the Big Thicket,” for secondary science teachers from Arkansas and Texas in **Saratoga** on July 29–Aug. 2. The teachers learned how to implement their state science standards through field science course work.

- In conjunction with Our Lady of the Lake University, **Molina, Torres**, and program manager **Stephen Marble** delivered the first of two workshops on improving classroom assessment for teachers in **San Antonio** on Aug. 8–10.

Languages Other Than English Center for Educator Development (LOTE CED)

LOTE CED assists preK–12 educators in enhancing the proficiency of Texas students in languages other than English. In partnership with the Texas Education Agency (TEA), LOTE CED staff have developed training modules and workshops to help familiarize language educators with new state standards. Trained facilitators work with regional education service centers and school districts to provide inservice professional development on the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE).

Program associate **Elaine Phillips** was invited to serve on a committee to develop standards for the new Texas Examination of Educator Standards (TExES) Languages Other Than English test. The State Board for Educator Certification organized the committee, which met on July 30 in **Austin, TX**, to begin developing teacher certification standards for LOTE.

On Aug. 14, **Phillips** made a brief presentation at a staff development session for foreign language teachers in the Austin Independent School District. She spoke with teachers about LOTE CED services and products and provided them with information on the Action Research Initiative.



Michael Bohlig joined the REL as a program specialist in August.



Suzie Stiegelbauer began work with the REL as a program associate in October.

Regional Educational Laboratory (REL)

SEDL's REL creates and promotes procedural knowledge—the know-how—to help low-performing schools and districts improve student achievement in reading and mathematics in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Along with partners—the Charles A. Dana Center of The University of Texas at Austin and American Indian Research and Development, Inc. (AIRD), in Norman, OK—the REL conducts applied research and development with intensive sites, examines resource allocation and other policy issues, and operates a national center that disseminates research resources on home-school-community connections.

REL Staff Announcements

SEDL's REL welcomed program specialist **Michael Bohlig** in August and program associate **Suzie Stiegelbauer** in October.

Before joining SEDL, **Bohlig** worked in the Research and Evaluation Department at Mesa Public Schools in Mesa, AZ. He earned his doctorate in educational psychology from the University of North Carolina at Chapel Hill.

Stiegelbauer came to SEDL's REL from the Ontario Institute for Studies in Education at the University of Toronto, where she worked with teacher education, visual art education, and school reform and change issues as a professor and research associate. She has been an art teacher, museum curator, and archeologist. **Stiegelbauer** also worked with SEDL staff and consultants on the Concerns-Based Adoption Model project. She holds a doctorate in social anthropology from The University of Texas at Austin.

in the field

At SEDL, **Bohlig** and **Stiegelbauer** will analyze REL research data to create knowledge to build high-performing learning communities.

In September, program associate **Chris Ferguson** completed her doctorate in Interdisciplinary Studies with a focus on teacher education, curriculum, and instruction from the Union Institute and University in Cincinnati, OH.

REL Intensive Site Work

SEDL and site staff are working together to identify and address the underlying problems within the districts and schools that affect student achievement in reading and mathematics. SEDL also is documenting how districts and schools improve their performance. SEDL staff, along with Dana Center and AIRD partners, conducted the following intensive site activities in July and August.

Arkansas

- Program associate **Stella Bell** and program associate **Marsha Loyd** assisted the **Grady** district leadership team in writing the reading instruction plan for the school year using the book *Strategies That Work* by Stephanie Harvey.
- **Loyd** and program associate **D'Ette Cowan** met with the Green Forest School District Leadership Council to review the council's work with the district's new superintendent and provide an overview of the SEDL–**Green Forest** partnership to new teachers in the district. They also led K–4 team meetings in curriculum mapping. **Loyd** provided assistance in administering the Early Literacy Learning in Arkansas pre-assessment test to kindergarten students in the district.
- Program associate **Ann Neeley** worked with the reading committee at **Marked Tree** to complete the draft of the district's first K–12 reading assessment and plan the next steps for reading assessment implementation and staff professional development. **Neeley** and program specialist **Sebastian Wren** provided an overview of the reading process to establish a basis for the district-wide reading assessment, shared SEDL's previous eight months of work in the district, and delivered the



Deloris Kline and Mary Givens, district reading cadre members in Tallulah, LA, participate in an REL planning workshop on Reading First and research-based instruction on July 23–24.

initial training on the new K–12 reading assessment to all Marked Tree staff.

Louisiana

- SEDL program associates **Jill Slack** and **Ed Tobia** met with Louisiana Department of Education staff in **Baton Rouge** to coordinate Madison Parish work with the state professional development initiative Learning Intensive Networking Communities for Success. **Slack** and **Tobia** conducted a planning workshop on Reading First and research-based instruction for the district reading cadre in **Tallulah** and a reading workshop for district elementary teachers.
- **Bell** and program manager **David Rainey** held site recruitment meetings with teachers and administrators at Lafourche Parish Public Schools to determine the benefits of a SEDL partnership.
- Dana Center program coordinator **Janice Bradley** attended the Monroe City Schools Principal's Institute to launch the SEDL partnership with the Monroe Systemwide Improvement Council. **Bradley** and Dana Center project director **Ted Hull** facilitated the first council meeting to begin identifying root causes for low student achievement in mathematics in **Monroe**.

New Mexico

- Wren and AIRD vice president **Mary Ann Brittan** met with the Central Consolidated Schools Leadership Team in **Shiprock** to ensure coherence between the work of the Newcomb School Improvement Leadership Team and the district

leadership team on school planning and reading improvement initiatives. **Brittan** and **Wren** also introduced the new high school principal to SEDL–Central Consolidated partnership activities and helped plan the calendar for the new school year.

- Program associate **Joe Parker** linked Hatch Valley High School faculty with staff from the New Mexico Farm and Ranch Heritage Museum in Las Cruces. **Parker** and program specialist **Tara Leo** assisted Hatch Valley High School teachers in their curriculum development.
- **Neeley** and program specialist **Suzanne Ashby** assisted **Bernalillo** administrators in addressing the professional development, assessment and data use, and instructional leadership components of a quality control system for their district. **Neeley** and **Ashby** also provided initial training on the reading program designed by the Algodones Elementary School Reading Committee to the school's all-staff reading team.
- **Tobia** participated in a school board retreat on improving student achievement at Española Valley High School. He also facilitated a two-day planning session on the analysis, interpretation, and use of data for the principal and department chairpersons from the high school. **Tobia** and **Wren** conducted a staff development session as a starting point for a school-wide focus on reading and writing in the content areas at the high school.

Oklahoma

- **Brittan**, **Loyd**, and program associate **Jerry Elder** facilitated professional development sessions with K–12 teachers in **Kinta** to assist faculty with teaching reading strategies and reviewing student reading test score data. **Elder** also provided family and community connections training to Kinta faculty. With the Kinta School Improvement Leadership Team, **Brittan** and **Elder** reviewed criterion and norm-referenced student achievement test scores and finalized a plan of action for improving school communications.
- **Bradley** and program specialist **Tara Leo** planned reading professional development

activities with Western Oaks Middle School staff in **Putnam City**.

Texas

- **Leo** and Dana Center program coordinator **Margarita Greer** reviewed Texas Assessment of Academic Skills data and began identifying areas of student need in reading at Midland Freshman School in **Midland**.

REL Professional Development, Technical Assistance, and Networking

Arkansas

- **Cowan** and **Loyd** participated in the Arkansas Smart Start and Smart Step conferences conducted by the Arkansas Department of Education in **Little Rock** on July 8–11.

Louisiana

- On July 30–Aug. 1, program manager **Shirley Hord** presented a Leadership for Changing Schools professional development session in **Alexandria** for Concordia Parish administrators. The training focused on professional learning communities and provided information and skills development for leading schools in the change and improvement process. **Hord** also presented the interactive keynote address, “Professional Learning Communities: A Structure for Continuous School Improvement,” at the Louisiana State Department of Education School Improvement Conference on July 31 in Alexandria.
- **Cowan** presented the interactive keynote address, “Professional Learning Communities: A Structure for Continuous School Improvement,” at the Louisiana School Improvement Conference in **Baton Rouge** on July 30.

Oklahoma

- **Brittan**, **Elder**, **Ferguson**, **Loyd**, and **Slack** participated in the Oklahoma Curriculum and Assessment Conference in **Oklahoma City** on July 22–24.

Texas

- On Aug. 28, **Hord** worked with McAllen Independent School District staff to create a research design to follow the district's efforts in implementing EChalk, a com-

in the field

munications software package. District staff hope to increase student achievement scores using EChalk.

REL Policy Work

Program associate **Zena Rudo** and Dana Center research science associates **Cindy Schneider** and **Lotte Smith-Hansen** presented “School District Resource Allocation and Student Performance: Methodology, Findings, and Policy Implications” to researchers, policy makers, and federal and state education staff at the National Center for Education Statistics Summer Conference in **Washington, DC**, on July 25.

National Center for Family and Community Connections with Schools

Regional Activities

- Program associate **Deborah Donnelly** presented findings from the annual research synthesis at the Louisiana State Department of Education’s Back to School Conference on July 22 in **Baton Rouge**.
- Program specialist **Vangie Orozco** conducted the third and final segment of the collaboration training series for project coordinators at the Oklahoma State Department of Health Teen Pregnancy Prevention Project on Aug. 15–16 in **Oklahoma City**.

National Activities

- **Donnelly** and program manager **Catherine Jordan** presented “Research Findings to Support Teachers in Connecting Schools, Families, and Communities for Student Achievement” at the American Federation of Teachers Educational Research and Dissemination Annual Network Conference in **Las Vegas** on July 13–14.
- On July 17–18, **Jordan** participated in a conference in **Washington, DC**, with representatives from the Charles Stewart Mott Foundation, U.S. Department of Education, and U.S. Department of Health and Human Services to discuss blending resources to support comprehensive and sustainable after-school services. **Jordan** returned to Washington, DC, for SERVE’s Task 2 Steering Committee Meeting on July 29–30.
- Center staff held the quarterly cross-lab videoconference on Aug. 28 in **Austin, TX**. All 10 RELs participated in the video-

conference, which featured WestEd’s work with family and community connections with schools.

- **Jordan** participated in the National Center for Community Education’s National 21st Century Community Learning Centers Training Task Force meeting on Aug. 26–27 in **Flint, MI**.

REL National Activities

In partnership with the Northwest Regional Educational Laboratory, **Hord** provided Re-Engineering Schools project professional development to the leadership team at Leland Independent School District in **Greenville, MS**, on Aug. 22–24.

Hord presented the keynote address and facilitated breakout sessions on professional learning communities to 350 school faculty members in **New Haven, CT**, on Aug. 29.

Southeast Comprehensive Assistance Center (SECAC)

SEDL’s SECAC, based in Metairie, LA, is one of 15 regional technical assistance centers mandated and funded under the No Child Left Behind Act of 2001 to assist states, school districts, and schools in meeting the needs of children served under the act, including children in high-poverty areas, migrant children, immigrant children, children with limited English proficiency, neglected or delinquent children, homeless children and youth, American Indian children, and children with disabilities.

SECAC provides professional development, technical assistance, and information services to state and local education agencies, regional education service centers, tribes, and schools in Alabama, Arkansas, Georgia, Louisiana, and Mississippi.

SECAC Staff Announcements

In September, SECAC welcomed **Mary Lou (Lou) Meadows** as program associate. She oversees the planning and delivery of technical assistance and professional development in Alabama, and she assists in providing similar services to other states SECAC serves.

Before joining SEDL, **Meadows** retired from the University of North Alabama (UNA) in Florence with 34 years in the field of education. She has taught grades K–5 as well as college courses at UNA and Middle Tennessee State University in Murfreesboro. She also served as the associate director of UNA’s

Education Research and Inservice Center. **Meadows** holds a master's in elementary and early childhood from UNA and a doctorate in elementary and early childhood from the University of Alabama in Tuscaloosa.

SECAC Information Provision, Professional Development, and Technical Assistance

Alabama

- Program associate **Jill Slack** presented a workshop on a framework for assessing and teaching writing at the Gulf Coast Conference on the Teaching of Writing in *Mobile* on July 1–3.

Georgia

- On Aug. 28, program specialist **Philip Gapinski** provided technical assistance on the implementation of requirements for Title IV of the No Child Left Behind Act to the Georgia Department of Education in *Atlanta*.

Louisiana

- In July and August, **Gapinski** provided consultation services to Louisiana Department of Education (LDE) Title IV program staff and other state staff in *Baton Rouge* on such topics as the Uniform Data Information and Reporting System, the proposed timeline and process for defining “persistently dangerous schools,” and community service grants. This ongoing technical assistance is facilitating LDE’s completion of procedures for identifying schools that are unsafe, providing community service options to students suspended from school, and establishing a consistent statewide system to collect and report student behavioral changes related to drug use and violence.



Lou Meadows joined SECAC as a program associate in September.



Sherwood Forest Elementary School teachers Jeannine Boutte, Tiffanni Shaw, and Christian Arceneaux participate in a SECAC Reading Success Network activity on Aug. 20.

- **Slack**, program associates **Moselle Dearbone** and **Ed Tobia**, and program specialist **Sebastian Wren** facilitated and modeled phonological awareness activities during the breakout practice sessions at the LDE’s Third Annual Reading Summit in *New Orleans* on July 15–16. **Slack** and **Wren** also presented “Research-Based Reading Resources for the Reading Teacher” on July 17.
- On July 18, **Gapinski** helped *Clinton* administrators analyze student discipline data to help the district make discipline policy and procedure changes.
- **Gapinski** presented the “Beyond Barbed Wire and Metal Detectors: Comprehensive School Safety Planning” workshop to participants attending the 2002 Excellence in Health and Education Summer Institute in *Hammond* on July 30–Aug. 2.
- On Aug. 5, **Slack** conducted a data-driven decision-making training for lead teachers at DuLarge elementary and middle schools in *Houma*. The lead teachers will use the information as they work with all teachers to examine student data and determine appropriate instruction.
- **Slack** facilitated a Reading Success Network meeting for teachers and administrators at Sherwood Forest Elementary School in *New Orleans* on Aug. 20. She provided information on the No Child Left Behind Act and Reading First, as well as conducted a workshop on questioning strategies to improve comprehension.
- On Aug. 26, **Gapinski** participated in a Diabetes Education Advisory Committee meeting attended by 15 community and agency representatives in *Baton Rouge*. LDE Comprehensive Health Education, School, and Community Support staff

in the field

have been requested to design an age- and grade-appropriate diabetes awareness education curriculum and recommend policy in response to a legislative directive.

Mississippi

- On July 9, **Slack** participated in a School-to-Careers (STC) meeting in **Jackson** with Mississippi Department of Education (MDE) staff and consultants to design two workshops for the summer institute. On July 24–26, **Slack** served as a trainer for two action-planning workshops at MDE’s STC Summer Institute in Tupelo, where participants applied a collaboration model to infuse STC principles into curricula and teaching practices.
- Program specialist **Suzanne Ashby** and program associate **Debra L. Meibaum** delivered an English Language Learners (ELL) workshop covering the theory of language acquisition, the model of integration, and English as a second language (ESL) strategies and lessons to teachers in **Meridian** on July 18.
- In partnership with Mississippi Education Service Center Region 2 and the Delta Area Association for Improvement of Schools, **Gapinski** and program specialist **Dallas Picou** presented “Beyond Barriers and Barbed Wire: Comprehensive School Safety Planning” at Delta State University in **Cleveland** to principals and teachers from Northwest Mississippi schools on July 22–24.
- **Meibaum** and SECAC consultants provided information on writing a district ELL plan to administrators, federal programs coordinators, principals, and teachers at Mississippi Department of Education–SECAC ELL regional techni-

cal assistance meetings in **Grenada**, **Hattiesburg**, and **Jackson** on July 24–26.

- On July 31, **Meibaum** and SECAC consultants conducted an interactive “Strategies for Developing Critical Thinking Skills for Teachers and Students” workshop for high school teachers in **Canton**. The next day, **Meibaum** and SECAC consultants delivered information on major authentic assessment types and how teachers apply them to actual classroom evaluation activities in **Canton**.
- **Meibaum** and **Picou** provided No Child Left Behind Act overviews throughout August to administrators, federal programs coordinators, and teachers in **Franklin County**, **Long Beach**, **Canton**, and **Jackson**.
- **Ashby** delivered two inservices on ESL strategies and methodologies in **Caledonia** on Aug. 27.

SECAC National Efforts

On Aug. 5–7, **Gapinski** participated in the Safe and Drug-Free Schools and Communities (SDFSC) National Technical Assistance meeting, “Leaving No Child Behind: Results-based Strategies for SDFSC,” in **Washington, DC**.

Technology Assistance Program (TAP)

SEDL’s TAP assists teachers in creating student-centered classrooms supported by technologies through projects such as the SouthCentral Regional Technology in Education Consortium (SouthCentral RTEC).

SouthCentral RTEC members include the Texas Center for Educational Technology at the University of North Texas and The Aurora Project. SouthCentral RTEC staff provide professional development, technical assistance, networking, and information and resource dissemination. They help teachers use technology and enable education leaders to acquire, manage, and evaluate technology.

TAP Professional Development and Technical Assistance

Louisiana

- On July 16–18, program associate **Mary Burns** conducted Active Learning with Technology training for Sabine Parish teachers in **Many**.
- Program specialist **Danny Martinez** presented “Supporting Communities of Professional Practice with Technology” to



Participants at a SECAC school safety training in Cleveland, MS, on July 22–24, prepared for a visit to a local school to identify safety and security conditions.

members of the SouthCentral RTEC Louisiana Professional Development Network in *Alexandria* on July 16–18.

Oklahoma

- On July 8–12, program manager **Vicki Dimock** and program associate **Marilyn Heath** facilitated the design and planning of a training of trainers event for the Aurora Learning Community Association in *Oklahoma City*. Trainers participated in a series of activities led by Aurora Project Staff. **Dimock** and **Heath** provided feedback to Aurora staff during this pilot test session.
- Program associate **Jackie Burniske** and program specialist **Kim Hughes** conducted the session “Supporting Communities of Professional Practice with Technology” with members of the SouthCentral RTEC Oklahoma Professional Development Network in *Norman* on July 23–25.
- **Dimock** met with partners of the Oklahoma–Achievement Through Collaboration and Technology Support project, Oklahoma’s Bill and Melinda Gates Foundation State Challenge Grant for Leadership Development, in *Oklahoma City* on Aug. 9.

Texas

- On July 30–Aug. 2, **Burns, Martinez**, and SouthCentral RTEC consultants delivered Master Teachers professional development to teachers from Lyndon B. Johnson, John B. Alexander, and United South high schools in the United Independent School District in *Laredo*. **Burns** and SouthCentral RTEC consultants returned to Laredo on Aug. 15 to conduct another Master Teachers session with the high school teachers.
- **Martinez** and SouthCentral RTEC consultants delivered Active Learning with Technology professional development for teachers in the Irving Independent School District on Aug. 6–8. **Burniske, Burns, Heath**, and **Hughes** conducted the same training on Aug. 6–7 for teachers from Estacado, Coronado, Ash, and Lakeview middle schools in the Plainview Independent School District.

Corporate Offices

SEDL’s corporate offices include Evaluation Services (ES), the Office of Fiscal and Technical Services (OFTS), the Office of Institutional Communications (OIC), and the Office of Institutional Development (OID).

ES staff work with every major SEDL contract as internal evaluators to design and implement evaluation plans and collect and manage performance indicator data. ES also is developing a program of external fee-for-service evaluations for a growing number of educational entities, such as universities and school districts, to document the quality and impact of programs.

Evaluation Services (ES)

Program associate **Jack Lumbley** observed a portion of the Summer 2002 Howard University Project DiSH (Diabetes, Stroke, and Hypertension) teacher training and administered a pretraining survey to teacher participants in *Washington, DC*, on July 2–3.

On July 8–10, program associate **Jeannine Turner** observed a SCIMAST middle school mathematics summer academy in *New Orleans*.

Lumbley observed the SouthCentral RTEC Professional Development Network trainings in *Alexandria, LA*, and *Norman, OK*, in July and administered evaluation surveys to participants. He also observed SouthCentral RTEC Master Teachers trainings for United Independent School District high school teachers in *Laredo, TX*, in July and August.

Turner participated in the Eisenhower regional cross-consortia evaluators meeting on July 16–18 in *Baltimore, MD*, to discuss cross-consortia data collection.

On July 19–21, **Lumbley** met with the joint Office of Educational Research and Improvement/Regional Educational Laboratories Performance Indicator Task Force in *Washington, DC*, to develop a draft of the 2002 REL Program Performance Report.

Program specialist **Erin McCann** and program manager **Sue Street** met with literacy and science vendors in *Oklahoma City* on Aug. 7 to plan evaluations for the Oklahoma Commission of Teacher Preparation’s Professional Development Institutes. ■

in the field

SEDL

calendar

SEDL staff will present the following events during the next quarter. Visit www.sedl.org/new/calendar.html for more SEDL events.

November

14–15 National Center for Family and Community Connections Preconference/National Community Education Association Annual Conference
Austin, TX
Contact: Artie Stockton

14–15 Technology Planning Workshops
New Mexico
Contact: Vicki Dimock

14–15 Arkansas Reading Association Fall Conference
Little Rock, AR
Contacts: Marsha Loyd and Jill Slack

16 Paso Partners Curriculum Training Session
El Paso, TX
Contact: Maria Torres

20 No Child Left Behind: An Overview of the Basics
Eastman, GA
Contacts: Debra L. Meibaum and Dallas Picou

December

4–6 Fall After-School Training Roundup
Albuquerque, NM
Contact: Artie Stockton

5–7 Secondary Science Teacher Training/National Science Teachers Association Area Convention
Albuquerque, NM
Contact: Nikki Hanegan

5 Louisiana Association of Computer-Using Educators 18th Annual Conference
Alexandria, LA
Contact: Danny Martinez

January 2003

9–10 Oklahoma–Achievement Through Collaboration and Technology Support (OK-ACTS) Session
Oklahoma City, OK
Contact: Kim Hughes

13 & 17 Teaching Thinking Through Effective Questioning
Houma and Harvey, LA
Contact: Jill Slack

SEDL LINKS

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